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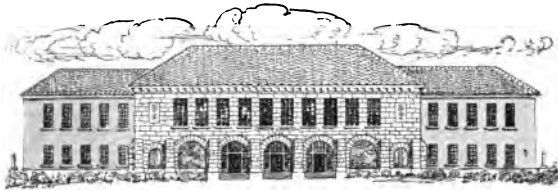
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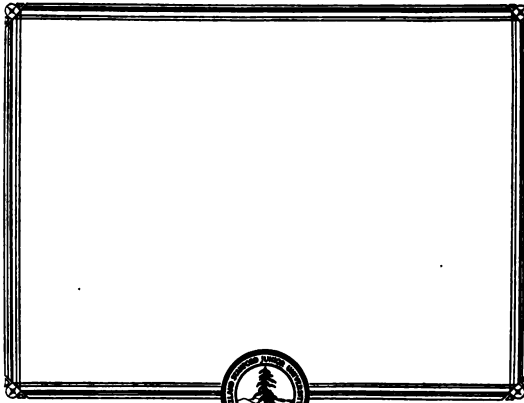
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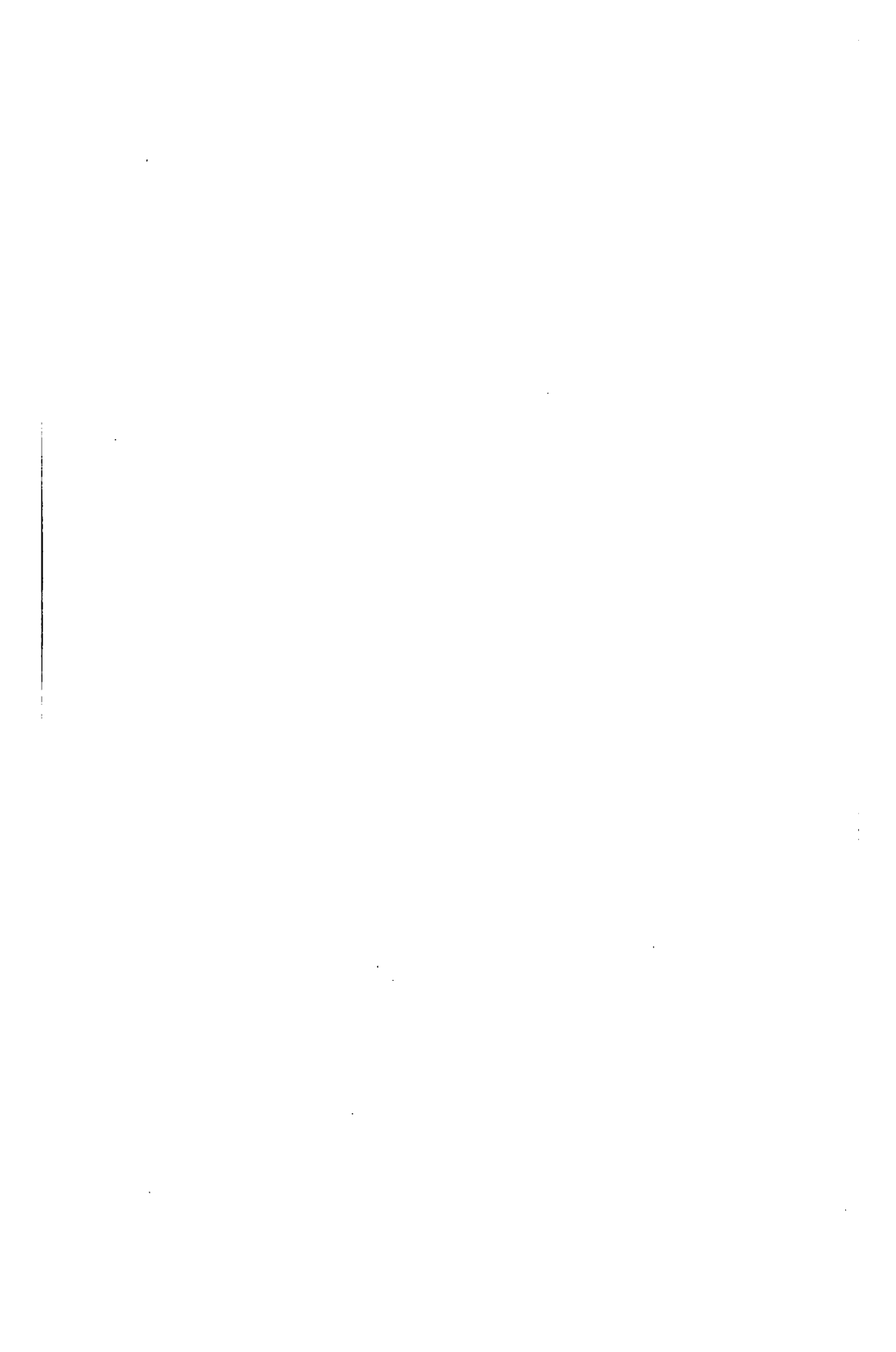
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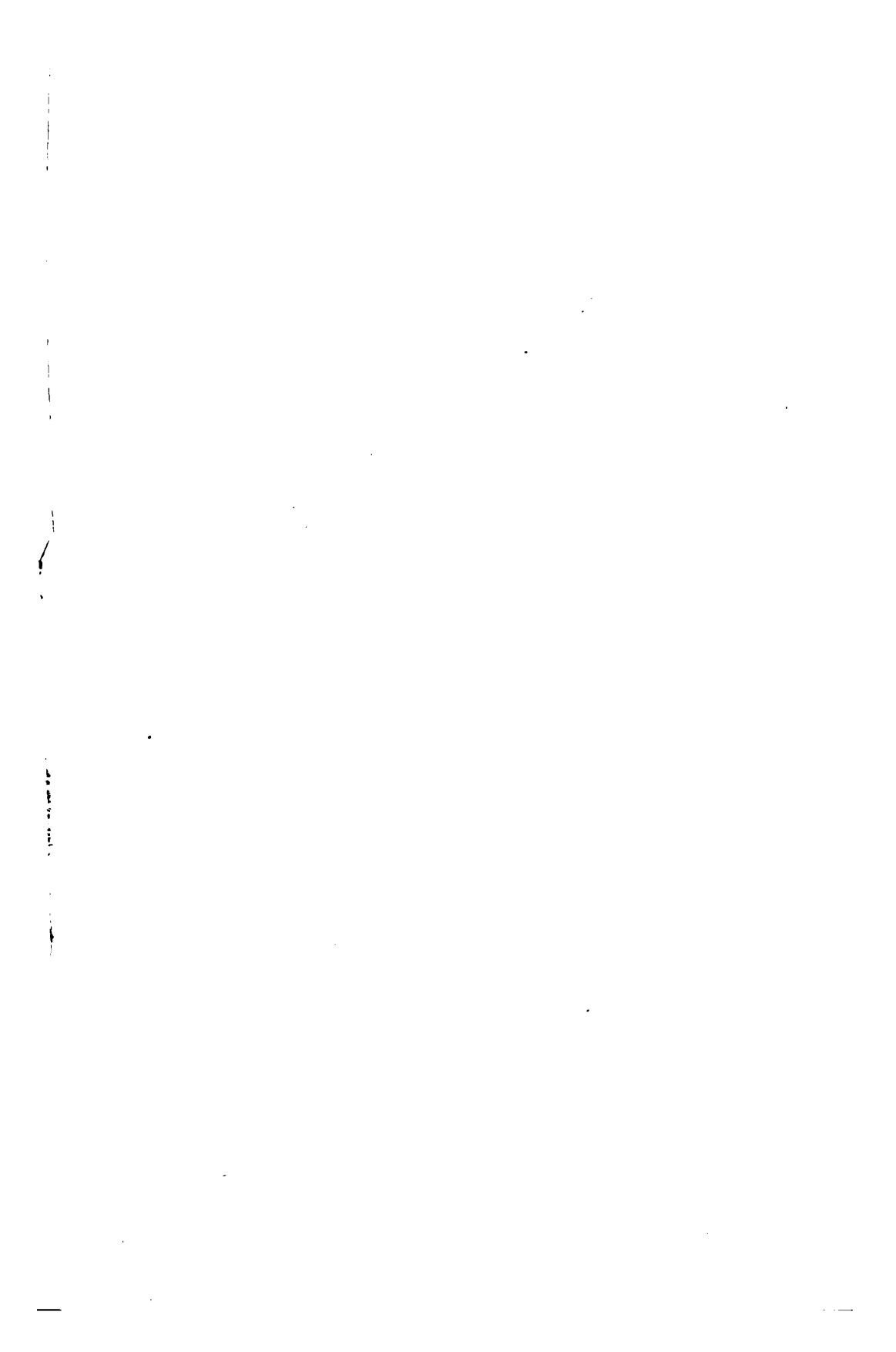


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Secondary Education

A Quarterly Bulletin

September-October, 1948

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Number 1

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It is only by concerted effort that teachers in the secondary schools of the United States can secure the professional standing that they deserve. The editors of Secondary Education urge all high school teachers and administrators to work wholeheartedly in this important cause during 1948.

Remember, we are professional workers and should have as much recognition in our community as doctors and lawyers.

SECONDARY EDUCATION



Published quarterly for secondary school teachers and administrators.

VOL. XIV, No. 1

SEPTEMBER-OCTOBER, 1948

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*Official publication of the Department of
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Audio Aids for Foreign Languages

BY FRANCES MALONE

Greenwich, Connecticut, High School

We had long felt a pressing need for our students to have more opportunity to hear the spoken language. The brief time available in daily classes, the fact that they had to listen to inaccurate pronunciation with the inevitable corrections were, we felt, mitigating against a fluency and an assurance that we wished to be theirs. After a careful consideration, we bought a set of Linguaphone records with the accompanying books, "Curso de Conversacion." As one of the many means to an end, this purchase has already proven an inestimable help. My particular use of the machine, has been restricted to Spanish, so I am discussing it in that particular field, but the same, of course, would be equally true in any other foreign language.

The excellently edited "Curso de Conversacion," immediately arouses the interest of the students. The graduation of the records from the points of view of rapidity of speech and the difficulty of content is especially good. The material is well organized, emphasis being placed upon every day words and situations, travel, theater, home, and the common place occurrences of every day life. The original records were made by such eminent professors as Professor Frederico de Onis of Columbia, Professor Navarro Tomas, and others, all of well-known distinction. As men representative of various sections of Spain speak, the students acquire the realization that there are the slight divergencies that we would expect for example between the speech of the man from Oregon and the man from Vermont. It becomes dynamically alive for them, less alien and remote.

Our use of the records we believe to be simple, factual and definitely down to earth in its realization of practical needs. We aim to correlate the aural and the visual at the same time. Since these records are for all the students in all the classes, the particular phase of the subject matter, as it is presented to them, depends of course upon the length of time of their study of the language. First, as the students listen to a record, they follow the record with their "Curso de Conversacion" (They know the section of Spain from which the speaker comes). In this way they listen to this particular record three or four times. After the students have listened and absorbed, then certain words, difficult sound combinations, and such, are brought to their attention, and they reread to themselves. Any individual phrase or sentence that may cause difficulty is played back separately. (The record player we use is made by Fairchild Camera and Instrument Corp. and has a counter that makes it possible to note the exact position of any word or group of words, so that it is easy to repeat just the desired part of the record.) Later, the records are used as a basis for individual reading, with a replaying of them when circumstances indicate this need.

The intense student interest aroused in the competitive privilege of making

records is a tremendous aid to stimulating a personally proud interest in pronunciation improvement. Pupils are told that when their pronunciation justifies the time and expense involved, they may make a record. Our method of procedure is this. Each record is followed by a considerable amount of anecdotal conversation. Students choose the record that may appeal to them. In groups of twos they take the machine and the book, and do extensive listening and practicing. When they are ready they make their own personal recording.

To date, we have been extraordinarily pleased with the results, and we believe that foreign language records, the accompanying books, and the practice of recording students' speech indicate a great stride forward, as a vital and essential aid to the more expert teaching of all modern languages. We hope in the near future to be able to have students individually, or in groups of two, listen much more frequently to the master records and practice more often their own pronunciation on erasable wire or paper tape recordings.



Who Should Go To College?

"Less than half of this year's superior high school graduates will go to college! The money and social status of a student's family, not his ability, decide whether he will go to college!"

This information was revealed in an exceptionally frank publication released recently by Science Research Associates. W. Lloyd Warner, Professor of Sociology and Robert J. Havighurst, Professor of Education, both of the University of Chicago, co-authored this unusual analysis of America's higher education system entitled "Should You Go To College?"

The authors point out that a student hoping to enter college must do more than just make a decision to go. The overcrowded conditions of most colleges limit the number of applicants accepted tremendously. For example, the University of Arizona recently turned down three out of four applicants.

College is not for everyone. This idea is debunked by Warner and Havighurst who say that disadvantages outweigh the advantages for the majority of youth. A cold plunge into the working world may be the best thing for many students. Education, of course, can be continued in many ways other than college.

Perhaps no single problem facing this year's high school graduates will affect them more than this one. "Should You Go To College?" offers the kind of realistic advice that every student faced with this dilemma needs. Too often the decision is based on what a friend does or how the old team made out last year.

—Tom Whitehead

Radio Dramas by High School Students Stress American Ideals

BY FLORA BAER

*Public Information Editor
San Diego City Schools*

Stressing American ideals, seven San Diego City high schools last spring presented a series of weekly radio dramas based on the lives of Great Americans.

The series, launched during the observance of California Public Schools Week as a public relations project, was entitled, "Great Americans." San Diego's oldest radio station, KFSD, the local National Broadcasting Company outlet, carried the broadcasts as a public service.

Advance preparations for the series began in January after high school principals each accepted a commitment for one production, based on the life of a Great American who had made an outstanding contribution to the American ideal.

On a voluntary basis each school chose an historically outstanding American and launched the project which was designed to give students opportunities in the research, writing and production of original radio plays.

Individual 15-minute scripts were created on the lives of Walt Whitman, Oliver Wendell Holmes, Theodore Roosevelt, Thomas Edison, Thomas Jefferson, Clara Barton and Andrew Jackson.

Work on the scripts proceeded on a three-fold assignment suggestion with social studies departments being given the jobs of research; English departments, writing; and drama departments taking the responsibility of production.

Minor changes in carrying out these assignments were made where necessary in order to adjust to routines in different schools.

Each production was transcribed at the studio with a radio professional in charge of studio production.

When the series was completed and presented over the air, the transcriptions were made available to the Public Schools exhibit at the San Diego County Fair (June 25-July 5) where the original, student-produced dramas were played to additional thousands who were visiting the fair grounds.

After the fair, the transcriptions were placed in the San Diego City Schools Audio Visual Instruction Center where they are now available to teachers in the school systems who wish to utilize them as supplementary classroom tools.

Another popular use to which one of the scripts was placed was as a radio performance of one of San Diego's largest American Legion posts.

At that time, students of Hoover High School presented their radio drama on Theodore Roosevelt. The program was a simulated broadcast presented in a large auditorium with the use of microphones and all mood music and recorded sound effects used when the original transcription was made.

Future Needs for Secondary School Teachers

BY DAVID G. RYAN

Editor "The Selection of Teachers Bulletin"

Recent surveys indicate that although a shortage of elementary school teachers exists, a surplus of teachers of secondary school subjects may reasonably be expected in the near future. It is important to note, however, that the high school population of the United States is now at a low point, a condition which will change with increasing rapidity during the next few years.

The February 1948 issue of the Metropolitan Life Insurance Company's *Statistical Bulletin* points out that, as a consequence of the rise in the birthrate from 1934 to 1947, the number of children eligible to enter high school will increase one-third between 1948 and 1960. The rise in high school age population will be small until 1951 and will become increasing apparent during the years following.

The elementary school enrollments will continue to increase until about 1956, when the country will have a record number of children at 6 to 13 years of age. The total population of elementary and high school age will reach an all-time high of about 34,000,000 in 1948.

This upward trend of births eventually will affect the colleges and universities. In the years immediately ahead the number of young people attaining age 17 will decline gradually (reflecting the declining birthrate in the early 1930's), but the trend then will be reversed, and an increasing number of young men and women will be reaching college age.



National Audio-Visual Education Week

National Audio-Visual Education Week will be celebrated during the last week of October, 1948, under the auspices of the Department of Secondary Teachers of the National Education Association, it has been announced by Dr. John E. Dugan, of Beaver College, Jenkintown, Pennsylvania, President of the Department. Featuring the activities will be the inauguration of audio-visual demonstration centers in fifty states and territories.

Schools and colleges throughout the country, as well as churches, community organizations, business and industrial establishments, and all groups interested in the development of audio-visual methods of teaching are invited to participate in special activities from October 25 to October 30, 1948.

The project is under the supervision of Dr. William Lewin, 172 Renner Avenue, Newark 8, New Jersey, Chairman of the Department's Audio-Visual Committee Organization. Dr. Lewin is coordinating the week's activities with the Audio-Visual Awards Project of the Department.

Nuclear Charts for High Schools

By R. D. DALZELL

School Service Department, Westinghouse Electric Corporation

Six lithographed wall charts in two colors illustrating the important areas of nuclear physics have been prepared by the Westinghouse Electric Corporation's School Service for use in classes in high schools and colleges.

Measuring 25 by 36 inches and made of heavy stock, the charts are accompanied by a 32-page book of valuable supplementary information.

The first chart portrays ten basic particles important in nuclear physics, illustrating and describing the proton, neutron, alpha particle, beta particle, gamma ray, deuteron, positron, mesons, and the neutrinos. The second chart explains how nuclei are put together, depicting some 635 isotopes and 75 isomers. It also illustrates and explains mass defect, binding energy, and Einstein's mass-energy formula.

Natural and man-made nuclear reactions are depicted in the third chart which includes solar reactions, natural radioactivity, nuclear fission, as well as typical reactions induced by various kinds of atomic bullets. Chart No. 4 portrays eleven types of apparatus for detecting and inducing nuclear reactions including the ionization chamber, Geiger counter, Wilson cloud chamber, and modern atom smashers.

The fifth chart shows five areas for the useful application of atomic energy. The construction and operation of the atomic pile are described. Illustrations of tracers, research, medical therapy, and the atomic bomb are included.

The last chart covers the major theoretical, experimental, and engineering achievements in nuclear physics, pointing out 38 contributions, from the discovery of natural radioactivity and X-rays to the current developments.



Starting in September the Teen Age Book Club, the reading promotion project for high school students, will be co-sponsored by Pocket Books, Inc. (its original sponsor) and Scholastic Magazines.

This book club project, which was started two years ago by Pocket Books, Inc., the 25¢ reprint publisher, is now being used by 4,000 teachers and librarians in the U. S., Hawaii, and Puerto Rico, who extend T-A-B Club membership to approximately 250,000 students each month. These teen-agers, to date, have obtained 1,275,000 T-A-B Club books.

Under this new arrangement, news about

books, previously appearing in T-A-B News, now will reach a wider audience through *Senior Scholastic*, *Practical English*, and *World Week*. The readers of *Scholastic Magazines* will have the opportunity of joining the Club and securing through it any of the fifty titles to be offered this year.

— * —

Oscar R. Ewing, Federal Security Administrator, has designated Rall I. Grigsby as Acting Commissioner of Education. Mr. Grigsby will also continue to serve as Director of the Division of Auxiliary Services, Office of Education. He has been a member of the Office of Education staff since 1939.

Better Coordination Needed in School Health Education

BY EARL E. KLEINSCHMIDT, M.D., DR. P. H.

Associate Professor of Public Health and Preventive Medicine, College of Medicine, University of Illinois

Director The Tuberculosis Institute of Chicago and Cook County

There have been four movements, or agencies, which claim to be primarily or deeply interested in the health of school children. The first of these, formal physical education, was conceived and promoted by Europeans who introduced its technics into the public schools as a means of improving the health of children. It is realized today, of course, that these systems of formal group exercises had their origin at a time when it was assumed that daily exercise was about the only thing that was necessary in order to build up and maintain a sound, vigorous and harmoniously developed body. This was before the health sciences, which make up modern medicine for the most part, were developed.

The second movement was associated with the breaking away from formal physical exercise and the establishment of what is now referred to as informal physical education—play, games, sports, and athletics. This informal physical exercise, and especially athletics, has a potent instinctive and emotional pull on most everyone. Moreover, the public can indulge and gratify its innate urges for physical excellence, rivalry, emulation, competition and mastery just as effectively through representation or identification, as the student can by actual participation in play, games and athletics. This accounts in a large measure for our "stadium participation" in athletics and for its great hold on the American public. The very fact that these innate urges or impulses can be indulged in and gratified through actual participation in play, games, sports, and particularly athletics—by personal mastery, or by representation—letting the team represent us, makes informal physical education, and especially athletics, a major influence in shaping the nature of the school budget allocated for health purposes. Candidly speaking, the average person still likes to rationalize his

interests and participation in sports on the basis that it is primarily a health interest! At any rate, the proponents of formal physical education, with their program of gymnastics, calisthenics, mass drills, and the representatives of informal physical education with their program of play, games, sports, athletics, solicit interest in and support for these activities on the grounds that they, the promoters, are primarily interested in the health of the students.

A third and later health movement had its beginnings in the public schools when it was gradually realized that school children were the victims of many defects and other disorders with which physical education was unable to cope. Physical educators, coaches, play directors, generally speaking, were not trained to deal with these defects and other physical and emotional disorders of childhood. Moreover, owing to their training and their desire for physical emulation, rivalry, competition, and mastery, the teachers of physical education tend to become interested in physical exercise activities as ends in themselves. This third health agency in the schools was initially referred to as the School Medical Inspection Department, and later as the School Health Service. Physicians, dentists, nurses, nutrition workers, mental hygienists, and other representatives of the medical and ancillary health professions have served as exponents of this interest.

The fourth and latest health interest appeared on the horizon exactly thirty years ago. This is often referred to as the Health Education Movement. It began when the center of public interest in public health work shifted from the environment and the environmental control of communicable diseases to the human being, or as the professional says, "from things to the human body." With the human being as the center of interest, it became apparent that progress in public health would be in direct ratio to the

education of the public in matters pertaining to health promotion and to the prevention and control of communicable diseases. The schools suddenly awakened to their potentialities. Whereas previously compulsion and law enforcement had been the main machinery used to get people to obey health regulations or otherwise comply with health standards maintained in either the community or the school, education now became the motivating force for health improvement.

These four movements and their resulting agencies, each in its time, have come down to us from the past. They constitute the heritage of the present day school health program. Each of these interests was developed with a view towards meeting an apparent health need. Each now solicits support from the school's budget on the basis, that it is fundamentally or deeply interested in the health of school children, and, of utmost importance is the fact that each has definite convictions as to who should administer the school health program. This situation can and often does become most confusing to the public and especially to those who determine how our schools shall be run.

While it has been a long time in arriving, it is an established fact, that the *school health program is here to stay!* The big question in the minds of many school administrators today is: How can we best achieve a unified health program which gives proper emphasis to those "health" activities which have been proven scientifically and educationally sound in terms of their contribution to the well-being of the child? The answer to this question will depend, of course, on local circumstances. What will the budget permit? Moreover, how willing are the people who support the schools to permit the inclusion of an expanded health program. Most Boards of Education, unfortunately, are still quite content to regard the activities which take place on the school playground and in the gymnasium as "the school health program."

Fundamental to the solution of this problem is the attitude of the administrator of the schools, the superintendent or principal. In all our efforts to improve on the teachers' knowledge and skill in the field of health education, we have somehow forgotten, that it was the administrator who played the major role in determining school health policies.

As long as schools of education in our

large universities and teachers' colleges neglect their health responsibilities in adequately preparing superintendents and principals of our schools, just so long must we wait for progress in school health.

It stands to reason that every school administrator should be as well grounded in the theory and practice of school health administration as they are in the theory and practice of school administration. School health education is quite as important today as English, algebra, or any other old-line subject in the curriculum; otherwise the first cardinal principle of education, as initially set forth in the Report on Committee Reorganization of Secondary Education in 1918 should be regarded as an empty platitude.

Very few school administrators, however, whether in teachers' colleges, universities, or public schools, avail themselves of courses in health education offered today, for the very good reason that teachers' colleges and graduate divisions of schools of education do not require their students to have such a course, and, if it is offered, it is generally on an elective basis. Those few administrators who have developed outstanding health programs have done so, many of them out of their own convictions, or because of personal experiences in life which taught them the necessity of conserving their own health and that of others.

It is always a source of amazement to health workers that advances in medicine and public health and the increasing popular interest in matters of health have failed to impress college and school administrators with the fact that something should be done to overcome student ignorance and superstition in matters of health. Certainly no school administrator can protest that public health and medical organizations have been remiss in encouraging work of this nature.

Some few school administrators are finding that an advisory committee, or community health council, has been of great assistance in enabling them to strengthen their school health programs, and otherwise keep it in its proper relationship with public health, medical, dental and other health resources of the community. This council might very well include representatives of the medical and dental societies, the health department, voluntary health agencies, the social agencies, hospital council, welfare groups, labor unions, parent-teacher associa-

tions, the American Legion, service clubs, and many others depending on how many were willing to serve. By this means the school administrator is afforded the backing and support for whatever health program is undertaken by the schools. As an over-all advisory group, it can be of inestimable value in strengthening the hand of a progressive superintendent.

Another committee, which has considerable value in school health administration, is often referred to as the school health committee. It is usually composed of the principal, the school medical advisor, school nurse, health education teacher, director of athletics, school lunch supervisor, a representative of the Parents-Teachers' Association, and a member of the student health council. The main function of this committee is to provide a central clearing house where health problems within the environs of the school can be discussed. Other functions ordinarily assigned such a committee in-

clude: 1. Surveying the health needs of the school and the neighborhood it serves; 2. Planning a program of health instruction; 3. Encouraging active participation in the health program by parents and students. 4. Establishing principles governing healthful living within the school environs; 5. Coordinating health service activities with health instruction, thereby making the program functional; and 6. Carrying on a publicity program for the purpose of keeping the community informed as to the accomplishments of the school health program.

It is of paramount importance that any policies laid down by school health committees be educationally and scientifically sound. They should be drafted in such a manner as to come within the confines of the school and public health laws of the state. Moreover, whatever policies are adopted should have the complete understanding and approval of everyone concerned with the health of children.



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Where Are We At?

BY C. MAYNARD FOX

Assistant Professor of English, South Dakota State College

When the student enters the college classroom, he has a right to expect that then, if not before, he will receive intelligent guidance in learning more about the language he is going to be using all his life. But if he there meets the rather prevalent heresy that good English is absolute, he could better spend his time elsewhere.

What is the heresy I speak of? The canker that produces abundant scorn where intellectual interest should abound? It is seen in the solemn explanation to him that "It is me" is not so "clear" ("not correct" is usually the expression used) as "It is I," and that "I got a buck off Charlie" and "You got me, Bud!" are vulgar expressions to be avoided at all times. Shades of Will Rogers!

Now the simple truth is that the lass or lad who is accustomed to the "vulgarieties" (or "illiteracies") of our language will in no wise be convinced by either a dry textbook or a croaking English teacher of the "badness" in the lively expressions he hears daily from his classmates or reads weekly in the spirited accounts of his favorite athletic club's exploits. He may be wise enough (some students aren't) to inhibit his expression sufficiently for three hours a week for the sake of a grade. If he has any intellectual integrity, he will chafe inwardly under coercion.

Our students are intelligent beings with varying kinds of ambitions and curiosities, ready to learn something more than their limited experiences have yet allowed them. Most of them, however, have not the time or interest to discover why they object to the absolute approach in the teaching of English usage. Is it any wonder? Too many of their teachers have never discovered even for themselves just what is wrong with that approach.

The ways of language are like the ways of dress in at least one important respect: some things are appropriate in one place, some in another. A man attends church in his Sunday best, preferably a white shirt, dark suit, conservative tie. That is appropriate. The same man appears on the football field in togs befitting the sport. If he labors weekdays on the farm, he puts off the Sunday best for something benefiting the season.

"English" is just as much a part of our social atmosphere as our dress. It has its primary purpose in communication, as dress has its purpose in keeping the wearer comfortable. But secondary purposes and customs have grown up around each. Clothing is used to show wealth, occupation, and taste. Likewise language, which is correct when it is appropriate to its combined purposes. To pretend that formal English is better than informal or "uneducated" English is madness. Language is a medium of expression differing with each social context in which it appears. When the old-timer, settin' with his cronies on kegs of nails around a potbellied stove, starts tellin' his story with ungrammatical finesse, let all pedants sit

up and take notice:

"Now I comes up to him, un I sez, 'We wuz robbed,' un he sez. . . ."

All the listeners are alert, communication flows freely, style is the essence of the old-timer's remarks.

When I am in company and someone makes use of the vernacular—says "ain't" or "Watcha doin'?" or "I wanta match"—someone else is sure to prod me in a tender spot by saying, "Don't you know Mr. Fox is an English professor?" Any English teacher must remember that some of his kind have foisted upon society the indicated inhibition and that it is in his power to correct the matter. He is free—he is, in fact, obligated—to call any communication "good" that is appropriate to the time, the place, and the reader or listener.

The present discussion is a plea for tolerance and clarity of purpose in English teachers. It is not a plea for "freedom" which would discard all the niceties of meticulous language, nor is it a plea for special training in vocational vocabularies. Language training for most students should be primarily general. Special training in the language of the student's own specialty comes naturally with every course he takes in it.

The job of the "English" teacher is apparent. He can assume a good knowledge of some of the "lower levels" of usage. Courses in "Colloquial Midwestern" or "Common Curse Words" are not for most students because they already have sufficient knowledge of those. What the average student in highschool or college does not need is practice and direction in the development of an informal vocabulary. If the instructor can bring the student to the discovery for himself of certain differences between the vernacular and the language of informal writing, the teaching will be easy.

A business suit is correct when I stand before my English class; a polo shirt and slacks when I play tennis. Would you ask me to exchange the occasion for wearing either?

South Dakota Education Ass'n.-Journal.

1949 National Teacher Examination Program

The tenth annual administration of the National Teacher Examinations will be conducted in selected examining centers on February 19 and February 26, 1949. Arrangements will be made for the establishment of centers at which the tests will be administered.

The American Council on Education welcomes the use of the Teacher Examinations by any school system or college, provided assurance is given that the examination results will be used properly and wisely in combination with other significant information concerning the prospective teacher. Correspondence concerning the establishment of examining centers should be addressed to: National Teacher Examination Project, Educational Testing Service, 15 Amsterdam Avenue, New York 23, New York.

Building International Friendship Through Sports

BY CLIFFORD MOORE

Student Danbury, Connecticut, High School

Sports more than ever before are setting a pattern of international friendship which is worthy of being followed in dealing with the sensitive balance of peace in the world. In various track-meets, the Olympic Games in particular, both men and women of all colors, races, and creeds work as a team or separately to attain the high goals they have so long prepared and hoped for.

It would be a perfect solution, indeed, if world affairs and controversies were centered about the same idea. There is a crying need for friendship throughout the world. Even now, because of unfriendly relations, unfounded vetoes, and petty squabbles, a section of the world is torn by civil strife. How unfortunate it seems when the self-same youths who are rising brother against brother could be engaged in competitive sports as friendly rivals.

One of the most democratic features of the Olympics is that no one nation is considered champion. There are no "Big Threes" or "Big Fours" to create feelings of hate and distrust. The standing of all nations is equal—so should it be in any organization attempting to establish permanent peace. Competition on a friendly basis is completely lacking in the United Nations Organizations—the not yet proved mediator of the world.

Since 1896, with a few omissions, the world has competed internationally through the media of sports in the revived Olympic Games. Yet, since 1896 it has not been capable of seeing eye to eye on major crises. War after war has reared its ugly head each time reaping a rich harvest in young men and women. A strong conciliatory organ, similar to the Olympic Organization in construction and ideals, has not yet existed or proven itself potent enough to maintain a lasting peace.

I am most confident that the citizens of the nations comprising the world would rather see and rejoice in seeing a healthy group of young people engaged in throwing a javelin, hurling a discus, boxing, wrestling, running, pole vaulting, swimming, hurdling and participating in other associative sports than in fighting against and killing their human brothers.

At the outset of the coming Olympic Games when the brilliant torch is lit announcing to the sports world that the largest track meet is assembled and ready to proceed, let us be conscious of it not only as a symbol of the commencement of the games, but also as a guiding light and beacon of hope illuminating the pathway to eventual peace and mutual understanding among all nations.

Prize winning essay in *Young America Magazine* Olympic Games Competition.

Educational Film Notes for High Schools

Coronet Instructional Films has completed four new educational films—two new Basic Study Skills productions, and two Business and economics films. The new subjects are:

Find the Information teaches students how to find reliable information quickly through this study of many widely used indexes. With Al and Bob, who are preparing an index on atomic energy, students learn how to use the library card file and such general reference sources as *The Reader's Guide*, *Who's Who in America*, and the *World Almanac* . . . each an invaluable aid to efforts to *Find the Information*. The film is designed for use from the junior high through college levels.

Building an Outline will aid students in comprehensive reading, in writing reports, in every type of study. As junior high, senior high, and college students watch Jim carefully outlining in preparation for a history report, not only do they learn about the mechanics of outlining, but they understand as well that this process of reducing material to an organized list of ideas in logical order is a practical, time-saving study help.

Consumer Protection illustrates the practical value of consumer services with a comparison of the buying habits of two families, the Whites and the Kings. Harry White and his wife, who buy everything on the superficial basis of price and appearance alone, often find that they've made foolish purchases. But the Kings, who take advantage of the wealth of information available from both government and private consumer services, are adequately protected in their buying, and enjoy an improved standard of living. The film is particularly useful for junior and senior high and college students in classes in business and economics, and in home economics.

Banks and Credit brings out the essential part a commercial bank plays in the life of a community. As we see Nancy Wallace depositing money in the bank, and Frank Hamilton writing a check to withdraw money, we come to understand how their transactions relate to the bank's extension of credit, and how each instrument of credit contributes to the functioning of our economic system. The film is designed for use in business and social studies courses in junior high and senior high school classes and with adult groups.

Godfrey M. Elliott has been elected to the board of directors and made vice president of Young America Films, Inc., according to an announcement by Stuart Scheffel, president of that company. Mr. Elliott has served as editor-in-chief of Young America since 1945, where he has been in charge of research and production. In his new position as vice president, he will retain his previous responsibilities and will assume additional duties in the operation of Young America Films.

No stranger to the educational film field, Godfrey Elliott has been with Young America Films, one of the nation's major producers of educational films and filmstrips, since its organization, and is widely recognized for his contributions to the industry. Mr. Elliott was a school administrator and director of audio-visual aids in the public school system of West Virginia prior to the war, entering the Army Air Forces in 1942 where he served in the AAF Training Aids Division. He was released from service in 1945 in the rank of Major.

Other officers re-elected by Young America Films at its recent stockholders and directors meeting are as follows: Stuart Scheffel, president; Alfred G. Vanderbilt, chairman of the board of directors; Richard Reiss, secretary; and John Groves, treasurer.

— * * —

Of special interest to business and industrial organizations, as well as the educational field, are the two new films being released this week by *The March of Time Forum Edition*. These films are: "Public Relations" which tells the story of America's newest profession, that of keeping business geared to public demand; and "Fashion Means Business" which takes the audience behind the scenes in this fabulous billion-dollar flourishing industry.

In addition to the above two films, four other issues are being concurrently released: "Search for Happiness," a study of man's attempt to adjust himself to modern civilization; "T-Men of the Treasury Department," an exciting factual report on this important government agency, made with the co-operation of the Department; "The White House," a Cook's Tour of the first mansion of the United States; and "The Dutch Empire," a unique treatment of the collapse of one of the world's great empires.

Get Your Television Receiver . . . Free

BY J. RAYMOND HUTCHINSON

Television Editor of Secondary Education

Recently a popular radio program presented the principal of an eastern high school with a television receiver for use by the school. It will be interesting to learn the use to which this set is placed, and the values found therein. This school year should prove an extremely interesting period in which to explore the degree of public reception of this new medium for adult use. If the principal is somewhat practical, he may find a source of funds to obtain a larger and better unit. Perhaps some of the following ideas may be of interest to him, and you.

We cannot anticipate gifts of television receivers to every educational unit or system, but we can plan for some self-liquidation of all costs attached in obtaining and using a receiver for specific educational use. Briefly here is one. It is based on the fact that a number of useful items of audio-visual aids have been obtained first through the interest and ingenuity of some alert leader in small and large schools.

Let us assume that a leader of this type is cognizant of the merits and potentialities of television. Perhaps this has been acquired through special work or courses which include television, or perhaps the leader is located in an area served by television. The important thing is, this leader knows television. Furthermore, he desires to have a receiver for its educational possibilities.

The school budget does not permit obtaining a set by direct purchase, although it probably does include money for one or more motion picture projectors and other audio-visual equipment. The cost of such equipment equals or exceeds that of a receiver.

Upon inquiry, and with possible dealer co-operation, this leader finds that a set can be obtained at a reasonable cost. He will also find that a television kit can be obtained and he, or his physics class can construct it at an even smaller cost. Let us assume that our leader finds that it is feasible financially to obtain a set.

He may have discovered, upon inquiry, that an enlightened citizen or local firm will underwrite this project. (Few firms will find a more dignified manner of evidencing good will.) He may have found that the Athletic fund has more than ample money for the project. Or perhaps the local YMCA is interested in cooperating in obtaining and using a set.

Our leader may discover that a self-liquidating plan can be evolved. Through the alertness of a near-by educational institution of higher learning, he finds that he is encouraged to obtain a set which will serve as a basic tool for a course in Television Appreciation. The University will provide an instructor who can give a course in television, through using television. Enrollment, in one or

two classes, could number 50 to 100. A lab fee of \$10.00 per student would cover the cost of the newest educational tool, namely a television receiver. This is made available immediately to the local leader to cover the entire cost of the receiver—and presto—you get your television receiver—free!

The enrolled students, having paid for the set, may be given special use of the receiver as a group for selected presentations, and our leader has the set available for continuing use.

Club enrollment might be another way to obtain the receiver—free. Undoubtedly there are enough adults in an average community who would welcome the opportunity to observe and evaluate programs at specified times. If the local educational system does not look upon such a project with favor, our leader should find hearty reception of the idea at the local Y, church, or civic center.

This can be done, and someone is going to start it. You may be the one who has the initiative and vision. Yes, you can get your television receiver—free!

Producing School Movies

By ELEANOR CHILD and HARDY FINCH

You've never taken a picture in your life? Don't worry! This invaluable handbook guides you and your students in the purchase and use of amateur equipment, the writing of scenarios (with complete samples!), and the techniques of production and special effects. This 151-page monograph can be used as a text by your student-producers, and will lead them to a joyous sense of achievement through co-operative enterprise.

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From the Editor's Desk

Teachers interested in building up civic interest in schools will find practical tips plus inspiration in two articles in the September issue of *The Reader's Digest*. Both are the success stories of teachers whose courage, vision, and energy spread their influence beyond the classroom into the whole community.

"Tennis Teacher Extraordinary" tells how a physical-education teacher, Mrs. Jean Hoxie, has turned Hamtramck, Mich., into a "veritable tennis factory." That crowded, industrial city now produces more top-flight tournament players than any comparable community anywhere and some 30 boys from its poor families have gone to college on tennis scholarships.

The second article—"Dorothy Massie, Classroom Magician"—pays tribute to a science teacher whose ingenuity has more than made up for a small-town high school's shortage of teaching equipment.

Both articles fit into the established *Readers' Digest* tradition of emphasis on education. Teachers will recall the valuable support given to their cause by the pioneering *Digest* article—"Teachers' Pay—A National Disgrace," which provoked nation-wide discussion back in October, 1945.

— * —

This month for the fifth consecutive year, the nation's most comprehensive search for unusual ability among high school students will get under way. Boys and girls from the 25,000 high schools in the United States, Alaska, Hawaii, and Puerto Rico will be given an opportunity to take part in the 1949 Pepsi-Cola scholarship program under which 119 Four-Year College Scholarships and 600 College Entrance Prizes, totaling \$350,000, will be awarded to seniors who give promise of leadership in their chosen fields.

The 1949 selection will begin this month when elections are held among high school seniors classes all over the country to choose candidates for the preliminary examination which the contestants must take. The finalists chosen on the basis of the first test will be announced in December, and they will take a final test in January. From the scores made on this second examination, the winners will be selected and their names announced in March.

An innovation in Career Day activities was introduced this year by the Norristown High School, Norristown, Pa. Instead of the usual conferences on different vocation classifications, Miss Emma E. Christian, principal of the school, based the conference on a company or industry basis.

In other words, a company would describe its own history and employment opportunities. All of the leading industrial and business organizations of the community co-operated with the high school.

During the conference there was a discussion of the industry generally and locally and of its importance to the community. The history of each industry also was reviewed, the types of service rendered, the number of workers now engaged and the various job classifications. Students also were counselled as to whether high school education was required and whether additional training would be necessary for certain types of employment.

In conclusion there was a separate analysis of the various jobs, including the use of displays, literature and films.

— * —

John Bugas, personnel director of the Ford Motor Company, will keynote the School and College sessions of the National Safety Congress and Exposition to be held in Chicago on October 18 to 22.

His address on "Conservation of Life—A Challenge to the Schools" will bring answers from the nation's top educators and safety authorities during the week-long program of the National Safety Council's 36th annual convention.

— * —

Kindness, teaching skill, and sympathy were among the characteristics most frequently mentioned in describing teachers who were "liked best." And sarcasm, scolding, poor discipline and uninspired teaching were most frequently mentioned in describing teachers "liked least," in a research conducted by Prof. Arthur J. Jersild under the title, "Characteristics of Teachers Who Are 'Liked Best' and 'Disliked Most.'"

Book Notes for Secondary Teachers

BY HARDY R. FINCH

Emery, Julia: *Background of World Affairs*; World Book Company, Yonkers-on-Hudson, N. Y., 1948, 386 pages, \$1.95.

Increasing numbers of high schools are introducing courses in international relations and current problems. For high school students today, an ideal basis for such a course is the recently published *Background of World Affairs*.

New, objective, readable—it illuminates the pattern of events that led to recent major upheavals, tracing concisely the development of modern nationalism, imperialism, international law, etc. It analyzes the high points and trends in history that are significant in understanding world problems today. World trade and natural resources, systems and ideals of government, the appraisal of world news—are a few of the pertinent topics treated. The long struggle of the common man toward individual freedom and democratic government is emphasized and the clashes in ideology between dictatorships and democracies are discussed.

Particular attention has been given to events that have had bearing on international relations. A careful study is made of Woodrow Wilson's Fourteen Points, the Treaty of Versailles, and the organization and work of the League of Nations and World Court.

The more critical the times, the greater the need to understand current developments. *Background of World Affairs* meets an urgent need today, and it should be immediately useful in present-day classes.

Lovejoy, Clarence E.: *Lovejoy's Complete Guide to American Colleges and Universities*; Simon and Schuster, New York, 1948, 158 pages, paper, \$1.49.

Every teacher who advises students of college caliber should own a copy of this remarkable guide. It gives an amazing amount of information on each of 1031 American colleges and universities. This information includes number of students, location, number of volumes in library, faculty-to-student ratio, accreditation, tuition cost, typical expenses, loan funds, scholarships, various schools of the institution, noteworthy ath-

letic programs, and special features. Each college is rated according to its accreditation, too. Special chapters give the reader facts on working one's way through college, the way to choose a college, scholarships and loans, and—the mysterious business of admissions.

Smallwood, William M.; Reveley, Ida L.; Bailey, Guy A.; and Dodge, Ruth A.: *Elements of Biology*—1948; Allyn and Bacon, Boston, Mass., 1948, 691 pages, \$2.72.

Elements of Biology is more than just another biology book. It is a text that will help the teacher to make biology one of the most interesting subjects in the science curriculum.

New discoveries and investigations in scientific research are discussed along with a survey of the changes that have taken place in biology in the last ten years. The many up-to-date references include penicillin, sulfa drugs, streptomycin, hormones, ultraviolet rays, radioactive substances, and new vitamins. New developments in the improvement of crops, the control of plants, and conservation of soil are featured as important parts of biological knowledge.

To make learning easier for the student, laboratory exercises, classification charts, achievement tests, a glossary, and references are furnished.

Falconer, Vera M.: *Filmstrips*; McGraw-Hill Book Company, New York, 1948, 550 pages, \$5.00.

Here is a book that every teacher and administrator can use. It contains reviews of 3000 filmstrips suitable for use in schools. The subject areas covered include business, agriculture and forestry, personnel supervision, languages, literature, safety, social sciences, teacher training, vocational guidance, and fine arts. Each filmstrip listed has been examined by the author in her twelve-year search for filmstrips and their sources.

The first ninety-seven pages of the volume are devoted to three helpful topics: the selection, use, and projection of filmstrips.

Excellent indexing and source listing make the book a very usable one.

Tanner, William M., and Cheever, Wilbur E.: *English for Every Use*; Ginn and Company, Boston, 1947, Book I, 534 pages, \$1.72; Book II, 531 pages, \$1.72; Book III, 572 pages, \$1.76; Book IV, 599 pages, \$1.76.

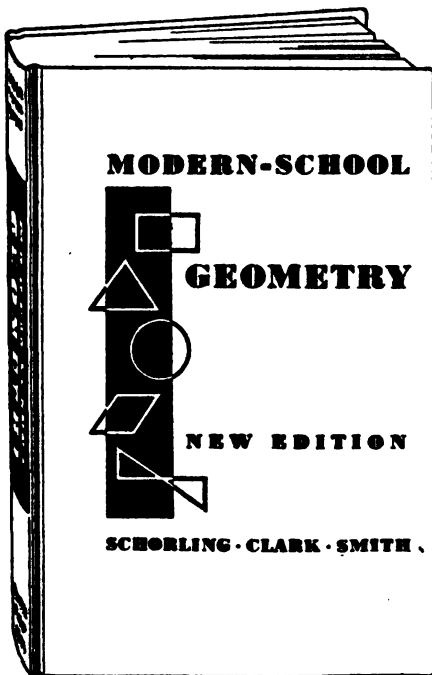
This series offers a balanced program for (a) pupils preparing for college; (b) pupils studying to enter advanced business or technical schools after graduation; and (c) students planning to end their formal education upon completion of their high school work. A checking of the index of each volume shows that the authors have really made their work comprehensive. An examination of the contents indicates thoroughness in treatment and freshness of approach to the subject. For the teacher who wishes much help in the field of writing, some excellent chapters have been provided. Chapters dealing with social and business correspondence are up-to-date and usable. Modern means of communication—the motion picture, the radio, the magazine, the news-

paper—all receive special attention. The more formal aspects of language are stressed, with adequate provision for application and practice. Teachers and administrators considering language texts for high school use should examine this new series.

— * —

Burns, Elmer; Verwiebie, Frank; and Hazel, Herbert: *Physics — A Basic Science*; D. Van Nostrand Company, New York, 1948, 664 pages, \$2.88.

This new edition of *Physics — A Basic Science* contains new sections on atomic energy, radar, and jet propulsion; new treatment of the cathode ray tube, automobile generator, electrostatic machine, and counter tubes; new treatment of weather including warm and cold fronts and the radiosonde; new material on aeronautical instruments, on power in the AC circuit, the triode, and the superheterodyne receiver; a new appendix of physical constants; and 150 new questions and problems.



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It is only by concerted effort that teachers in the secondary schools of the United States can secure the professional standing that they deserve. The editors of Secondary Education urge all high school teachers and administrators to work wholeheartedly in this important cause during 1949.

Remember, we are professional workers and should have as much recognition in our community as doctors and lawyers.

SECONDARY EDUCATION



Published quarterly for secondary school teachers and administrators.

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NOVEMBER, 1948-JANUARY, 1949

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A High School Experiment in Learning by Doing

BY RALPH POTTER

*Evanston Township High School
Evanston, Illinois*

The New School, an experimental unit in Evanston Township High School, had since its beginning stressed the educational value of doing—not just *reading* but *doing*. The opportunities for actual doing, however, within the classroom were limited. The members of the staff, together with the superintendent, discussed this paradoxical situation; and the decision was that since the core classes of the New School ran two consecutive periods, one might actually be taken for a *doing* period. Within the high school itself we felt were sufficient numbers of jobs of sufficient value to keep a class of thirty busy. Not only would the students be learning but they would be performing a service to the school.

The students were, therefore, sent out to interview and to procure for themselves work that they thought would be to their liking. Although there were a few laggards, most of the class quickly found agreeable work; and most of the faculty approached were glad to secure assistants.

But the task was not so completely simple as it sounds. If the students were to render service, they must in turn receive something. The teacher who accepted an assistant had the obligation to see that his work did not degenerate into a sterile, routine paper-checking affair. He had to keep his assistant busy, to make him feel that his contribution was valuable, and to vary the work to keep his interest.

Although our students found such jobs as shop supervisors, teaching assistants, tutors, librarians, projectionists, lab. assistants, much of the work was bound to be clerical. Some displayed particular aptitude for their work and were very happy; others perhaps profited by learning early what they could not do and what they could not like.

The following evaluations are of and from four different students. Number one, H. C., had an I. Q. in the eighties. In her regular class work she barely passed and was completely apathetic. She obtained employment in the main office and her evaluation comes from the head clerk:

H. C. has been very cooperative. Has done some very routine and monotonous work cheerfully (which is more than I can say for some of my office practice girls). Very willing.

Her own evaluation of the experiment was:

I feel the experiment has been very successful for three-fourths

of the class. I am very interested in my job and is a continuous learning. (Sic)

H. C. is now a switchboard operator and is, I understand, happy in her work.

C. S. was an able, energetic football star of average intelligence, but because of his Italian speaking home, he never became proficient in English and he, therefore, had a difficult time in regular work. He fortunately obtained a position as auto shop supervisor with a man whose extra-curricular work was football.

One of the best boys to work with that I have come in contact with since coming to E. T. H. S. A very capable worker. Can be trusted and will undertake any assignment. I wish we had more boys like him in school.

C. S. is now attending a teachers college. He hopes to be a coach.

S. H. was a girl of above average intelligence, but one who had done nothing more in the school than to get her lessons each day. She was quiet and shy. She had no interest in social life. Even her parents were worried about her. S. H. became the home room librarian and we have never had a professional librarian who did better work. Quite largely because of her excellent service here she was accepted in a teachers college.

S. H. has done a very good job of managing the New School library although she is inclined to do most of the work herself rather than to delegate authority to others. I feel she has gained a great deal of poise during the semester. She was almost completely in charge of the 364 library this year and did a very good job. What she lacks in leadership she makes up for in good hard work. She works very well without constant supervision and has managed, almost single-handed, to keep the library in fairly good working order.

B. D. was the most intelligent man in the class. A skilled musician, he accepted a position doing clerical work for our director of intra-murals.

Very dependable. Work was well done. Rate high among the highest. Ability—Grade Excellent. Willingness—Grade Excellent.

B. D. has entered Northwestern University and is this year a member of the freshman honorary society.

But with all this evidence of success, we felt that there was something lacking in our program. Our students were learning and most of them were happy; but since most of them were bound for college, were they not also missing something in books that would be of immediate and definite value to them? And, although they were rendering service, it was not gratis. They were being paid with a full credit. For some it was simply an easy means of earning a credit. Besides this program ran counter to a job-experience program, already set-up, for which a student must spend at least two periods for a credit.

This year we have continued the experiment but on a voluntary basis. And the student who wishes to participate in this program must give his own time. He must take a study period. Obviously some cannot take part because they have no free periods; others definitely need these periods for study either because they find their studies difficult or because they have many outside activities. We feel that we are on a sounder basis, however; and still about one-third of our senior class participated in the program. They received no credit, no certificates. They were simply doing this work because they wanted to. For many of them this was their outside activity. It served for dramatics, music, athletics. The three students whose work I wish to cite are all in the lower half of their class scholastically. And this fact is significant. Our best students usually have no difficulty finding outlet for self-expression, but many of our poor students, except for those in athletics, have difficulty finding a niche. They rarely make our journal staffs, our dramatic productions, etc. This work then is their niche—their chance to do something for the school and to feel themselves a part of the school.

G. M. has been of great help to me. Her help has been invaluable. I would never have been able to do all the things expected of me without her help. She is very polite, considerate, and industrious. She is disappointed whenever I fail to have work waiting for her.

She has had ample opportunity to show her honesty and retain professional (teacher???) confidences.

She has responded extremely well to all the suggestions which I have made. Example—for a few days she continued on with the work which I had outlined for her and as a consequence was tardy for gym. I spoke to her just once about it and it has never occurred again.

Remember that all these references are to things which would be associated with office routine and not with academic matters. I have every reason to believe that she could make a very fine office assistant for such persons as doctors, dentists, etc. I have been extremely well pleased with G. M. for the past semester.

W. B. is a very fine boy and will take advice. I'd say that he works to his full capacity.

D. M. is very dependable and does not in any way take advantage of the fact that she has charge of the period when nearly all of the New School faculty is at lunch. She does not encourage "lounge lizards" and I have no complaint of the job done whenever she is asked.

We hope to continue our program on this basis in the future. Not only is the school served but also the student.

What Should the High School Teacher Expect from Her Principal?

BY PERRY M. BROOM

Franklin, Indiana, College

If any one really expects to answer this question, only one type of approach is advisable. The "eyes" of the typical secondary school teacher must be "borrowed," so that anyone may see the typical secondary school principal as an average high school teacher sees him. In other words, one must vision the principal as he is judged by other members of the staff—at school in the midst of a maze of professional duties.

Miss Doe may be the name of any representative teacher of any subject in any high school in any portion of the United States. She is a teacher of English at the secondary school level. Along with some twenty other teachers she is seated in a classroom awaiting the arrival of the new principal, Mr. Blank, at a pre-registration day teachers' meeting. If she almost unconsciously hopes he will be young and handsome, she may be tentatively disappointed. He is middle aged, slightly bald, and short and stocky. However, he soon exhibits some professional dignity, tempered with self-reliance, sympathetic understanding of the problems of teachers, and a keen sense of humor. The staff relaxes while the principal crisply, yet tactfully and efficiently, proceeds to outline the plan of procedure for registration day, the teaching assignment of respective members of the staff, and the curricular schedule for the term. As time quickly goes by, Miss Doe sighs to herself that we did not discuss so many things or have so much "red tape" to encounter before school started last year. But presently she realizes that practical problems and their solution were being anticipated. After listening more intently, she decides that registration day headaches should be reduced under this new system. When the day had gone, she became even more convinced that she would enjoy her year under the direction of Mr. Blank.

Miss Doe is as self-reliant as the average teacher, which is to say that she is more so than the average adult. She never hesitated to exert her authority to quell any unnecessary disturbance in her classroom. However, when Johnny stoutly maintained his innocence in the face of overwhelming circumstantial evidence to the contrary, she became a little perplexed. When his parents unreasonably condemned her hesitation to accept his work as satisfactory, she began to appreciate the full support given her by her administrative superior. She discovered that a good teacher need not hesitate to seek the somewhat invisible authority invested in the building principal. She was agreeably surprised by Mr. Blank's prompt and effective action, since he had seldom interfered with her or other teachers' handling of classroom problems; a fact which had caused several to speculate as to whether

or not he was incapable of taking a decisive stand in disciplinary cases. Of course, she now realized that it was his policy not to interfere needlessly in the internal management of classrooms. Perhaps his understanding attitude and effective procedure might be due to previous experiences elsewhere. Perhaps he might be more aware of everything that is taking place throughout the school system than the teachers suspected.

At least, she could be thankful that he had not assigned her the job of coaching debating this year—merely because she was an English teacher. While it is true that the job of part-time librarian should release her from all tasks of sponsoring co-curricular activities, she had not really expected any principal to be so considerate. On the other hand, he had been more exacting as to the execution of her duties as librarian, both as to books and magazines as well as regarding the newly-organized film service. She had not gained any free time, but she felt better about the matter anyway. Now, at least, she could handle the library assignment as it should really be done. Furthermore, this principal appeared to be “human” in his outlook. He saw to it (just how she never quite understood) that the other teachers turned in their requests for books and films well-ahead of time. As she remembered the confusion of the previous year, that alone seemed a miracle.

One day in the spring term she was startled to find that Mr. Blank urged her to think seriously about a certain instructional problem. He seemed to think that she was failing to awaken enough interest in outstanding examples of literary art—especially among her senior class in American literature. While he had made periodic visitations to her classes, he made stated decreasingly few points recently which might be called critical. She had been impressed with his genuine interest in his supervisory problems . . . Her natural resentment evaporated as he explained that this was a problem which appeared to be universal in scope—and then asked her for suggestions as to what might be done. After the conference was ended she was amazed at the crusading zeal she had acquired; and, after reflecting deeply, at the depth of understanding his comments had conveyed—from a former teacher of mathematics. Never before had she encountered a principal who was as well versed in raising and discussing issues, or one so clever in presenting them so as to obtain cooperation without taking an authoritative attitude. As the old saying goes, “One catches more flies with honey,” she reflected as she hurried back to her class room.

Another request arrived the very next day. She was asked to make an inventory of all supplies and instructional materials on hand; then she was to submit an itemized list of those things which she would need during the coming year. Oddly enough this list was divided into the materials which she considered absolutely necessary—and those things which she would find desirable. Probably due to the fact that financial resources are not unlimited, she thought. At least, we will have an equal chance this year. Last year, Mrs. Jones made an extensive request

early in the spring term—and some of us had to do without some of the materials which we really needed. While she had never realized the fact before, it paid to plan for the next year in advance.

Yes, she decided, Mr. Blank was a good principal. He had not asked his teachers to fill in reports and records in his office as some previous principals had done when they did not have a full-time secretary. Instead, he had even furnished each home-room teacher with a condensed record of each pupil under their direction. Counseling seemed to be easier than it was formerly. When he had asked her recently if she was a candidate for re-election, he had not mentioned any possibility of salary increase. Yet, he must have recommended it to the superintendent, because the latter has so indicated when she was informed of her retention of position for the forthcoming year. He had clearly outlined just what he would expect as to her personal and professional conduct, her duties, etc. This was very decent of him, she thought, because it gave her a chance to understand just what she had to do before she decided to return. Most "first-year principals" would not have ventured so far, since it would be a black mark on their own record if too many teachers failed to return during the next year. This man probably realizes that only weak teachers would leave under these circumstances, she thought.

Miss Doe is gradually becoming awakened by the techniques employed by a not infallible, but quite efficient high school principal. She is realizing that time and planning are more important than self-publicity and force of position. Also, she is learning that real leadership is positive, not negative—and is achieved only when subordinates carry on their activities effectively under their own power.

Any principal, to be successful, must live and learn with, about, and for his staff of teachers. He must have perspective of their problems—in advance. He must be able to generate enthusiasm and cooperation. He must achieve the status of having all his teachers respect and like him. Above all, he must learn not to expect perfection from his teachers, but should effectively guide them to want to improve their professional ability and other qualifications which they need to be successful in their chosen profession.



New Department Officers Chosen

Officers for 1948-49 for the Department of Secondary Teachers of the NEA are Dr. John E. Dugan, Beaver College, Jenkintown, Pa., president; Dr. William Lewin, Weequahic High School, Newark, N. J., vice-president; Jesse A. Bond, University of California, Los Angeles, Calif., second vice-president; and Mrs. Irene McAnerney, South High School, Cleveland, Ohio, secretary-treasurer.

Nationalized History?

BY FREDERICK J. LUDWIG

Formerly Associate in Journalism, University of California

An examination of the current situation in Europe and Asia presents many interesting problems to the education profession, especially to those concerned with the teaching of history or social science.

One of these dilemmas is related with the reasons for the wide difference of opinion and policy that exists between the various nations and involves them in a series of arguments that threaten to become the basis for another war.

It has been suggested that one of the grounds for the present condition is the writing and teaching of history of a *national spirit*. Nationalized history is a type of literature which tells in narrative form the happenings that concern the fortunes and the existence of a particular people or nation. The historian, in composing his theme, selects a body of facts which are unusual and out of the ordinary. An emotional interpretation of some crucial national struggle, in which the historian's country is victorious, presents one of the psychological methods of glorification used. The story, simple in action, tells of a victory won against overwhelming odds. The account instills in the reader a feeling of conscious superiority.

Nationalized history, however, is not concerned with the fate of individuals but with the fate of nations. The focus of interest is upon the dominant political authority of the country. The activities of special groups within the country are always discussed in relation to the central government. It is concerned only with the history of political affairs. In short, a history of the ruling class.

The wealth of materials available for the study of the past of a country cannot be used if the main thesis is concentrated upon the idea of the state. This type of history can never do justice to the contents of the past.

Nationalized history has stirred peoples great and small to self-assertion and to action. In every country of the world there are men who are devoted to the task of writing nationalized histories. The modern world gives us many examples of the disastrous results of the over-expression of such patriotic emotions. The teaching of history in pre-war Japan and Germany and the subsequent plan for world conquest vitally demonstrate this point.

Nationalized history limits the possibility of any wide outlook upon the activities of other peoples. Instead, it creates and magnifies the role of each state in the conduct of human affairs.

Nationalized history has incorporated philosophies based upon many dangerous and superficial hypotheses. The "great man," "racial superiority," and "super-state" theories have left their wake of human destruction.

Unfortunately, today, in every country of the world there are historians

and teachers devoted to creating and keeping alive national aspirations, and unfortunately, national antagonisms.

Thus, it can be readily understood why it has been said that nationalized history has become an important instrument of propaganda.

The general public is content, however, to accept the description of the successes of some particular national state. But, it must be pointed out, if we are ever to have peace in the world we must oppose nationalized history in its traditional form. *In its place we must substitute a history based on the affairs of all peoples and all social groups in all the countries of the world.* This new method, if adopted, would replace the traditional exclusive history of the ruling class.

We now must realize that we are a group of united nations living in a world predicated on the theory of mutual trust and respect in the conduct of human affairs.



In Memoriam

ERNEST D. LEWIS

(Died July 24, 1948)

Founder of the Department of Secondary Teachers

of the

National Education Association and of

its official publication *Secondary Education*

Author • Educator • Friend

The Reading Clinic

BY RUTH STRANG AND LUCILLE B. GAINEY

Question: What is the role of collateral or parallel reading? Do the pupils gain more by intensive reading of a few carefully teacher-selected books than by extensive reading of a much larger number of pupil-selected books?

The answer to this question is not an "either-or" type of answer. Both intensive and extensive reading are necessary. Intensive reading comes first because pupils need detailed help in how to read books of different types. They also need to know key books in the field in order to have a sketchy pattern into which they can fit the details they glean from other sources. Extensive reading is necessary for a number of reasons: To provide suitable reading for retarded readers, to cater to and extend individual interests, to give practice in gleaning knowledge from scattered sources and relating and applying it to a topic or problem.

In a senior English class Miss Gainey for some years had permitted no deviations from the straight and narrow path of standard prescribed classics. When her students went to college, their professors found no yawning gaps in their literary backgrounds. They knew about Swift, Thackeray, and Dickens. Furthermore, they were well prepared to discuss ideas, literary forms and style, and to write critical reviews, modeled on those in the *New York Times Book Review* and *The Saturday Review of Literature*.

Along the way Miss Gainey did make observations of practices that suggested the need for some deviation from the straight and narrow path of intensive reading of a few books. She detected verbatim paragraphs from the jackets of books, *Reader's Digest* annotations unchanged, portions from essays on literary criticism employing terminology utterly foreign to the student submitting the review. When pupils gave their reports orally, there were numerous variations of "I read the same book that John did. Do I have to tell it again?"—followed by a boring repetition of John's conveniently furnished data.

Despite its lack of appeal to many of the pupils, this intensive reading of a very few

great books encouraged some of the pupils to read critically and gave all a speaking acquaintance at least with a valuable storehouse of human experience, not too remote from the problems of our complex contemporary world.

The original program, Miss Gainey criticized (1) for aiming too exclusively at preparing students for college to the neglect of the reading experiences they needed in the present; (2) for using a prescribed book list and standard report forms that presupposed homogeneity in reading capacities; (3) for the limited scope of opportunities for reading; and (4) for the feeling of coercion rather than fun that characterized the program. Moreover, the pupils did not receive any help in dealing intelligently with the vast mass of printed and pictorial material presented to them today, to discern propaganda (which is a way of befuddling thinking) and to resist the harmful persuasion of advertisements.

The problem is to adapt the reading task and materials initially to the level of the learner so that he may progress at a normal and pleasurable rate. To ask high school pupils to write a critical review of any of Milton's or Shakespeare's works is too difficult a beginning task. To be soundly critical they should have had some background of experience with life and with various types of writing. It is better to begin with a modern book such as Maureen Daly's *Seventeenth Summer* which portrays "teen-agers" like themselves and emotions that they themselves have experienced. Then they have a basis for judging whether it is true to life and whether the author communicates his observations successfully to the reader. They will have no need to hide their ignorance behind a wall of words or to use clichés. Many precocious high school youngsters are already too prone to use what Thomas Wolfe called "the language to talk with glib knowingness of things they know nothing of."

The solution is not unguided reading. Under *laissez-faire* free reading, pupils tend to perpetuate their reading inadequacies and remain in the realm of the mediocre and the familiar; they veer away from the adult, the

unfamiliar, the subtle, or the slow moving narrative.¹ Moreover there is a dearth of books to bridge the gap between adolescent and adult literature. For these and other reasons guided reading is preferable to free reading.

Guided reading starts where pupils vary in reading tastes and interests, but it provides for progression of reading experiences. The reading ladder idea encourages pupils to climb up in the quality of their reading while maintaining interest and satisfaction in the elements of action and adventure common to both Zane Grey and Will James. Dias² made a clever parallel arrangement of books to be offered as stepping stones from the comic books to good reading. Each of a number of classifications was represented: adventure, fantastic adventure, war, detective and crime stories, true stories and biographies, jungle adventure, animal cartoons, love interest, and retold classics. The modern curriculum recognizes the value in contemporary works on international problems, modern inventions and discoveries, books about "ten-agers," achievements and problems, and in mystery and true to life adventure stories. Current

books interpreting the Bible are useful; American authors such as Poe, Cooper, and Clemens are a means of understanding our culture.

Guided reading relates references in one subject with those of other fields—history, English, science, art. This kind of guidance requires collaboration on the part of teachers of different subjects.

To enliven a drab, dull, prosaic supplementary reading program the following suggestions are offered: The substitution of a stimulating up-to-date adolescent reading list for a worn-out prehistoric one; the establishment of an attractive classroom library or browsing nook; fuller use of the library and the librarian; utilization of radio, movies, newspapers—and even comics. The latter group provide valuable motivation in reading. Finally since growth in literary experience and insight is individual growth, counseling of each pupil is needed. Teachers should try to make wide reading and study a rich, meaningful and enjoyable experience for all students. Their guided reading of a few of the great books paralleled with the reading of a variety of contemporary books should develop their ability to evaluate and should carry over to their own reading. Thus intensive and extensive reading become part of one process—the process of personal development through reading.

¹ Bertha Handlan. "The Fallacy of Free Reading as an Approach to Appreciation." *The English Journal* 35:182-188, April 1946.

² Earl F. Dias. "Comic Books—a Challenge to English Teachers." *The English Journal* 35:142-145, March 1946.



Educational Film Notes for High Schools

The Malay Peninsula, one reel, sound, color or black-and-white, shows students that, Kipling to the contrary, East and West do meet . . . in Malaya. Autos and jinrickshas hurry down the busy streets of Singapore, and tiny native junks dart between the mighty liners in its harbor. In its cities and villages, Hindu, Moslem, Buddhist, and Christian live side by side. In touring this entire rich peninsula, students from the intermediate through adult grade levels will find primitive methods and modern industrial techniques combining in its mines and on the plantations, to bring precious tin, rubber, copra, tea, and rice from this fascinating far-east land to the rest of our independent world.—(Coronet Films).

How to Judge Authorities, one reel, sound, color or black-and-white, presents an interesting, well-acted film-lesson that will stand students in good stead in school and in later life . . . a lesson in knowing what to believe, and what to learn. Like all of us, Bill encounters a puzzling conflict between statements of "authorities." But unlike most of us, Bill uses and shows students intelligent evaluation practice. He considers the "internal evidence" on each authority, the experience from which each speaks, and the evidence of his own experience to reach sounder decisions and to teach students from the junior high through college level "How to Judge Authorities."—(Coronet Films).

Technology and the Business Curriculum

Pity the poor business education teacher who is still training pupils on the old-fashioned typewriter and dictation notebook.

Technology is bursting with new office-practice machines.

(1) Most of the typewriter manufacturers are introducing electric typewriters.

(2) The Dictaphone Corporation is on the market with a device called the Memobelt—a small plastic belt which records dictation and which can be mailed or filed.

(3) Soundsciber Corp. now offers to the users of its dictation recording machines a device called the sounderaser. This device removes the recording which the dictator does not want by a spinning process. The old disk can be re-used for new dictation.

(4) The International Business Machines is marketing electronic devices which do intricate tasks in calculation, sorting, and timing.

And, in view of inflation, one company is manufacturing an adding machine which can handle figures running into billions.

At a national business show in New York City other new office devices including automatic typewriters were exhibited.

The United Press describes some of the inventions as follows:

“An addresso-typer, which permits complete typing of a letter from a head to conclusion without manual attention. It types about 200 letters an average day and can address 1200 envelopes in the same period. It contains a dual roll, similar to a player-piano music roll, on one side of which is the letter. The other side contains addresses. The machine automatically reverses from one side to the other when a letter has been completely typed. Envelopes are addressed by flicking a switch which puts the machine on the address side of the roll and eliminates the salutation and body of the letter.

“Push-button stenography is featured in the ‘robot-typer,’ a machine on which an electric typewriter is mounted and which turns out 200 letters a day by using the player piano roll principle. The typist inserts only the salutation on the letter, pushes a button and activates the typewriter, which is operated from the roll completing the letter at triple speed. A single typist can operate four robot-typers set up as a battery.”

—*Ed press News Letter*

Statistics for High School Teachers

Illiteracy is at its lowest point in U. S. history. Only 2,800,000 Americans over 14 years of age cannot read or write. This is 2.7 percent of the total population over 14 years of age. In 1870 the illiteracy in this group was 20 percent.

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Margarine is cutting deep into the butter market. In 1941 only 3 lbs. of margarine were used per person. In 1947 the figure rose to 5 lbs. During the same period butter consumption dropped from 16 lbs. per person to 11 lbs.

— * —

Two years ago only about 12,000 stores sold frozen foods. Last year the number of frozen food retailers rose to 60,000. This year it may go up to 100,000 stores. Americans may eat almost a billion pounds of frozen foods this year—marking its beginning as a big industry.

— * —

Magnetic wire or tape recorders are having a boom. 300,000 such recorders, worth \$40,000,000, were sold last year.

And television is still zooming. More than 60,000 sets are being purchased every month. Close to half a million television sets are already in use.

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Motor vehicle taxes levied on American motorists in 1947 exceeded three billion dollars for the first time in history.

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More than 29,500,000 persons visited the national parks, monuments and other areas under the National Park Service. This is a 17 percent increase in visitors over last year. Lake Texoma, a recreational area in Texas and Oklahoma, had the largest number of visitors (2,390,000).

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At the present time 27 United Nations Fellows from twelve different countries are studying child and social welfare problems in the United States.

— * —

More than 65 per cent of draft registrants in New York State have been rejected as physically unfit during the last 6 weeks.

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Words That Do Not Educate

BY RALPH W. TYLER, University of Chicago

(Following are excerpts from a speech by Dr. Tyler presented at the meeting of the American Association for the Advancement of Science on

September 17, 1948.)

Facility in the use of words is most highly correlated with success in American schools. This is to say that so-called verbal intelligence is a major aspect of educability when educability is defined as ability to succeed in typical American schools. It is not verbal facility in terms of the vocabulary characteristic of the individual's own social group that is highly correlated with success in American schools, but rather his facility in the use of middle class vocabulary. Lower class children use a great many words and a number of them use these words with a high degree of precision, but these are not correlated with success in school. In general, our present American schools are most successful with children who have a large middle-class vocabulary and who use these middle-class words with a fair degree of precision. . . .

Words—not experience—seem to count in schools

For prediction of school success it is not so much the breadth of the child's out-of-school experience, nor even its stimulative features, that are significant, but rather the degree to which these out-of-school experiences are directly relevant to the content of what is being taught in school and also the degree to which they are associated with the vocabulary used in school. Lower class children usually have a wider range of certain types of experience than do middle class children, and they take responsibilities earlier for some kinds of activity, like caring for children in the family. In these areas of experience they are expected to learn much more rapidly than middle class parents expect their children to learn. However, these experiences are not usually related to the content of school instruction and in most cases they do not involve the vocabulary with which school instruction will deal. Under such circumstances, the experiences of lower class children outside the school do not prove to be positive in their effects upon educability in contemporary American schools. . . .

But that is not good

The identification of persons who are educable in our present schools and colleges and the definition of the characteristics associated with success in school are inadequate because our schools and colleges as they are now conducted are not ideal and do not accomplish all that an enlightened citizenship would expect of a comprehensive system of elementary, secondary and higher education.

Our school aims are papier-mache

They are inadequate, in the first place, with reference to their real aims. By and large, American schools and colleges place primary emphasis upon memor-

ization of textbook content and upon the development of certain limited subject skills, like computation in arithmetic, grammatical usage in English, and reading at the plain sense level of interpretation.

Here is the real aim of education

The development of an intelligent person, one who is able to analyze problems, to think them through clearly, and to bring to bear on them a wide variety of information, who understands and cherishes significant and desirable social and personal values, who can formulate and carry out a plan of action in the light of his knowledge and values, is not the goal toward which schools and colleges are aiming in practice, yet it is an end essential for the adequate education of a competent citizenry. Furthermore, in a world as complex as ours, a wide variety of special abilities and talents can be utilized.

Talent Wanted!

The tendency of the schools to capitalize solely on verbal abilities does not take into account what could be gained by a more adequate education of persons who have other talents which are needed but which are often unidentified and usually untrained. If broader objectives were aimed at by the schools and colleges it is quite conceivable that the characteristics of persons who are educable in this sense are more varied than are indicated by previous studies where the objectives of the schools and colleges are so narrow and the requirements of school and college education are so largely those of a verbal sort. . . .

ALGEBRA:

First Course

by SCHORLING
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SMITH

World Book Company

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Book Notes for Secondary Teachers

BY HARDY R. FINCH

Elliott, Godfrey M.: *Film and Education*; Philosophical Library, New York, 1948, 600 pages, \$7.50.

A long-awaited addition to the growing list of specialized publications on the educational film is *Film and Education*, a 600-page symposium edited by Godfrey M. Elliott, vice president and editor-in-chief of Young America Films, long a leader in the educational film field.

Film and Education examines in detail the growing importance of the motion picture in school and community life. It is a comprehensive and practical discussion of the present status and uses of the educational motion picture in all major phases of modern life. It is comprised of thirty-seven chapters, each written by an outstanding authority in the field. The book presents an up-to-the-minute survey of the non-theatrical film in all of its applications inside and outside the school, including classroom, church, government, and industry. Other sections of the book are devoted to the nature of the educational film and to the status of the educational film in areas outside the United States.

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Brown, Verne (Editor): *Moby Dick* (Adapted); Scott, Foresman and Company, Chicago, 1948, 317 pages, \$2.00.

Certain to be welcomed by junior and senior high school English teachers with students whose reading abilities are not up to par, is *Moby Dick* as adapted by Verne Brown.

Language and concepts have been controlled so that students will be able to read without frustration and get meaning out of what they read. With the exception of 165 terms of the sea (which are explained in the footnotes), the vocabulary of this version has been kept within the first 2500 words of Thorndike's *Teacher's Word Book*. Lengthy descriptive passages and tedious explanatory paragraphs have been briefed so that the plot is easy to follow from the first chapter to the last. And all this has been done so expertly that the charm or

tone of Melville's thrilling original has not been lost.

Numerous pen-and-ink drawings by Seymour Fleishman will certainly help to encourage student interest in the reading of the text; will make even more vivid the glamour and adventure of the whaling industry as it was in Captain Ahab's time.

Moby Dick (Adapted) is one of a list of simplified classics published by Scott, Foresman and Company (*Lorna Doone*, *Six Great Stories*, *When Washington Danced*).

— * —

Gray, W. S., Horsman, Gwen, and Monroe, Marion: *Basic Reading Skills for High School Use*, Scott, Foresman, Chicago, 1948, 160 pages, \$.92.

This is a book for everyone concerned with helping young people make the most of the years they spend in high school. For it offers a new kind of help with the persistent high school reading problem.

In *Basic Reading Skills for High School Use* three specialists have brought together a program of 152 developmental exercises, to provide a thoroughgoing refresher course in the skills needed for maximum reading efficiency. These exercises provide practice in the basic skills involved in the two major aspects of reading—word perception (word meaning, phonetic analysis, structural analysis, dictionary use) and thoughtful interpretation.

What the authors have done is to break down big skills into the many small ones of which they are composed—and to provide very simple, very specific practice on each separate skill. Eight different exercises, for example, provide practice in "identifying root words as meaning units"; six exercises provide practice in "applying understandings of accent." These are two of the many separate skills that go to make up "skill in word perception." Similarly, seven exercises provide practice in "reacting to mood, tone, intent, and point of view"; nine, in "making inferences in the light of total context"—two of the many skills that contribute to "reading with understanding" or "thoughtful interpretation."

Horn, Gunnar: *Public School Publicity*; Inor Publishing Co., New York, 1948, 226 pages, \$3.50.

This is a practical how-to-do-it book for teachers and administrators who handle school publicity on the elementary and secondary school levels. Since success depends upon the cooperation of all members of the faculty, each classroom teacher should read at least the ten chapters on "Where to Find School News." Seven chapters are devoted to the writing of school news; five, to getting the news stories published; and five, to getting the school on the air.

— * —

Hand, Harold C.: *What People Think about Their Schools — Methods and Values of Opinion Polling as Applied to School Systems*; World Book Company, Yonkers-on-Hudson, N. Y., 1948, 219 pages, \$2.52.

This book is a practical handbook for educational administrators in that it provides information on the techniques and materials of opinion polling in school systems. After pointing out the value of having an accurate picture of the opinion of the community, and the loss of time and the inefficiency inherent in guesswork, Dr. Hand goes on with a detailed discussion of each step in the process of gathering and interpreting data. The questions contained in the inventories are analyzed, and the significance of various possible responses is explained. Considerable attention is given to the evaluation and integration of related

data. One chapter is devoted to the application of the related findings of different inventories in a specific city situation.

The complete text of the four separate inventories, one for parents, one for teachers, and one each for pupils in upper elementary and secondary schools, is given in the form of appendices. The book makes a valuable contribution to successful modern public school administration and will be of interest to anyone in that field.

— * —

Boykin, Eleanor: *This Way, Please* (Revised); Macmillan, New York, 1948, 350 pages, \$2.40.

This popular book on manners and social customs has been revised to achieve three purposes: 1. To bring it completely up to date; 2. To present its precepts in a style to appeal more directly to youth; 3. To answer questions on etiquette asked by high-school boys and girls.

A questionnaire was widely circulated by Miss Boykin to discover the problems which are puzzling young people today. Questions of etiquette most frequently asked related to introductions, manners at table, manners in a restaurant, a theater, and on the telephone, invitations and their answers, manners toward older people, and "dates."

Miss Boykin has answered these questions by giving social rules, examples, and exercises; and has supplied ample suggestions to guide one through conversation with strangers, procedures on a dance floor, being a house guest, and numerous other sometimes puzzling occasions.



How to Help Stutterers

Writing in the October issue of *Hygeia*, health magazine of the American Medical Association, Francis Griffith, speech therapist of the New Utrecht High School, Brooklyn, N. Y., gives seven rules for parents and teachers of children who stutter.

1. Don't believe that your child will "grow out of" his speech defect. Take the child to a reputable speech clinician and let him decide when speech retraining should begin. Many colleges and universities maintain speech clinics where

diagnosis and treatment are provided free. Or you can write to your state department of education for the name and location of the speech clinic nearest your home.

2. Let him use either his right or left hand, whichever is the more natural.

3. Don't try to supply words for him and do not discuss stuttering in his presence.

4. See that he gets plenty of wholesome food and sufficient exercise and rest. Remediable physical handicaps should receive proper medical attention.

5. Maintain an atmosphere of ease and relaxation at home. Encourage him when you can, do not mimic his speech, and treat him as a normal person at all times.

6. Encourage him to participate in group activities with children of his own age and both sexes.

7. Beware of schools that offer guarantees to cure stuttering in a few months. Any school that offers such a "guarantee" is a quack institution capitalizing on human suffering. The best speech clinics in the United States are free.



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Secondary Education

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John E. Dugan . . . Harl R. Douglass

It is only by concerted effort that teachers in the secondary schools of the United States can secure the professional standing that they deserve. The editors of Secondary Education urge all high school teachers and administrators to work wholeheartedly in this important cause during 1949.

Remember, we are professional workers and should have as much recognition in our community as doctors and lawyers.

SECONDARY EDUCATION



Published quarterly for secondary school teachers and administrators.

VOL. XIV, No. 3

FEBRUARY - MARCH, 1949

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*Official publication of the Department of
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The New Movement in Secondary Education for Life Adjustment

BY HARL R. DOUGLASS, *Director of the College of Education,
University of Colorado, Boulder, Colorado*

In the great majority of secondary schools in the United States there are two types of curricula—(1) supposedly college preparatory and (2) specifically vocational, e.g., the stenographic, the agricultural, auto mechanics, etc. In this dual type of curriculum offering and organization there have always been two serious and fundamental weaknesses: (1) less than 20% of all high school students go to college and less than 20% go into the occupations for which specific skill training can be given in high schools and (2) the vocational (college preparatory is pre-vocational) objective is only one of at least five fundamentally important objectives of education, citizenship, mental and physical health, enjoyment of life, and home living being equally important objectives as yet sadly neglected in at least two kinds of secondary schools.

It is encouraging that a nation-wide movement is under way to correct these major faults and to greatly improve the high school curriculum. It all began at a meeting of the American Vocational Association in Washington, D. C., in 1945. At that meeting the discussions turned upon the educational needs—including education for vocation—of the 60% or more who would go neither to college nor into occupations for which specific vocational training is given in high school. A resolution which has come to be called the Prosser Resolution (named for its author, Charles A. Prosser, for years head of Dunwoody Institute in Minneapolis) was adopted. The essence of this resolution was that some provision for the neglected 60%—*better education for life adjustment*—should be developed in the secondary schools.

At various times in 1946, five regional meetings, sponsored by the United States Office of Education, were called to consider the Prosser Resolution and its implications—at New York, at Chicago, at Birmingham, at Cheyenne and at San Francisco.

At each conference the idea of the Prosser Resolution was hailed as sound and its implication impatiently called for. The idea was also carefully considered by the national advisory committees of the Divisions of Secondary Education and the Division of Vocational Education of the National Education Association and a like hearty approval given by both committees.

In May, 1947, a national conference was held in Chicago at which there were representatives from 47 of the 48 states. At the national conference plans were drawn for carrying the idea to the school people and the lay people of the nation. It was resolved to petition the U. S. Office of Education to set up a national

committee composed of representatives of national educational organizations as follows: American Association of School Administrators, Benjamin C. Willis, Superintendent of Schools, Yonkers, N. Y.; American Association of Junior Colleges, Charles S. Wilkins, President, A. & M. College, Magnolia, Ark.; American Vocational Association, J. C. Wright, formerly Assistant Commissioner for Vocational Education, U. S. Office of Education, Washington, D. C.; National Association of High School Supervisors and Directors of Secondary Education, Paul D. Collier, Director, Bureau of Youth Services, State Department of Education, Hartford, Conn.; National Association of Secondary School Principals, Francis L. Bacon, Principal, Evanston Township High School, Evanston, Illinois; National Association of State Directors for Vocational Education, M. D. Mobley, Director, Division of Vocational Education, State Department of Education, Atlanta, Ga.; National Catholic Welfare Conference, Rev. Bernardine Myers, O. P., President, Secondary School Department, National Catholic Educational Association, Director of Studies, Fenwick High School, Oak Park, Ill.; National Council of Chief State School Officers, Dean M. Schweickhard, Commissioner of Education, St. Paul, Minn.; and National Education Association, Marcella Rita Lawler, on leave from State Department of Education, Olympia, Washington, and a member of Horace Mann Lincoln Institute School Experimentation Staff.

An effort is being made to obtain funds for this committee and sometime in 1948-1949 we can expect to see a very important movement in secondary education get under way. In many states, state committees are being formed to spread the general idea and to assist local schools in adopting curricula to meet the need.

Certain implications and probable developments in the school of this rapidly growing movement can be fairly well discerned. Among the more important ones are the following:

1. A large required core of subjects preparing for home living, citizenship, mental and physical health, enjoyment of life and understanding of the world about us.
2. Fewer electives—confined almost entirely to vocational subjects, foreign language, specialized leisure pursuits, and pre-engineering mathematics and science.
3. The offering of more general and comprehensive courses of vocational value, e.g., general business, arts and crafts, and general shop and urging, if not requiring all students to take at least one of these courses.
4. The revision of courses of study in all fields, with a view of better and more practical adaptation of each subject to each of the major objectives of education, e.g., much new materials and more emphasis in mathematics (or any subject) to problems of home, shop, store, citizenship, health, etc.
5. More definite, more carefully planned, and more effective provision in

each class section and between class-sections for differences in ability, interests, previous educational and experimental background, and probable future needs.

6. A general shift in the center of gravity of the curriculum to meet the every day future needs of a high school population which will go into every type of occupation including unskilled labor of all types and the majority of which will go into unskilled and semi-skilled occupations (or be the wives of such laborers) in business, industry, and agriculture and will occupy an economic status of limited financial and cultural means.

7. A program of educational, vocational, social, and personal guidance of a more comprehensive scope, of a higher quality of service and by better trained counselors.

There has been in the past decade or so, much talk about each of these ideas and related practices. The period of "talk" is now to be replaced by a period of adoption into practice. In every modern secondary school and in every school wishing to become a modern secondary school, the staff should during the current academic year begin the work of curriculum revision towards the goal of a functional program of all-around education for life adjustment—a type of revision already overdue.



A guide to selection of school or college education this fall is now available from the Office of Education, it was announced today.

Prepared by Walter J. Greenleaf, Occupational Information and Guidance Service of the Office of Education, the guide is intended to assist students in mapping future educational programs and to aid vocational counsellors in advising students on selection of a school. "What School or College?", a four-page leaflet, covers the entire field of vocational education—colleges, junior colleges, high schools, vocational schools, technical high schools, private trade schools, and correspondence schools.

Copies may be obtained by requesting Misc. 3726 from Information and Publications Service, Office of Education, Federal Security Agency, Washington 25, D. C.

Of particular interest to teachers of upper elementary and junior-senior high school English classes is the new Young America

film *Why Punctuate*, being released this month. This one-reel 16mm sound film combines animation and live action to stimulate an interest in the study of punctuation and to review the basic rules for using the more important punctuation marks. The film stresses the importance of proper punctuation in everyday life, both social and commercial, and discusses such punctuation marks as the period, exclamation mark, question mark, the comma, quotation marks, colon and semi-colon. Technical adviser for the film was Hardy R. Finch, Head of the English Department, Greenwich (Connecticut) High School.

— * —

Close to 20 per cent of all cigarettes are bought from slot machines. (And as the slot machine age unfolds, we also find that self-service laundries are increasing at the rate of 100 units a month and that fruit juices, coffee and hot soups may be purchased "from the slot.")

How to Order a Film

BY ANTHONY D'ELIA

Business Education Visual Aids

If your school has an audio-visual director, consult him for sources of films. If your school does not have such a director, give some thought to organizing and filling the position yourself.

The principal catalogues of interest to teachers are: The Educational Film Guide, 1001 and 1, The Educator's Guide to Free Films, The BEVA Catalogue, Index of Training Films, and hundreds of others—most of them are free.

Three of the major magazines in the field of business education which continually carry information about new film releases are: *The Balance Sheet*, *The Business Education World*, and *The Journal of Business Education*.

Magazines in the visual field, also carrying pertinent information on current visual aids, are: *Educational Screen*, *See and Hear*, *Business Screen*, *Film World*, *Audio-Visual Guide*, *16mm. Reporter*, and *Film World*.

After reading a description of a film in a catalogue, or better, an evaluation, the teacher is faced with the problem of obtaining the film on the selected date for his staff of teachers. He must have perspective of their problems—in advance. He classroom showing. The ideal arrangement, of course, would be for the school to purchase the visual aids needed for its particular program and to keep them on hand, ready for instant use. With the meager appropriations allotted for visual education at present, this is not a very practical step to take. The alternative of not using films at all is to make the use of a film rental library, either publicly or privately operated.

The most difficult and important part of your audio-visual program, however, will be obtaining the films you have selected for use on the dates you feel they can be most effectively used. Therefore, the following suggestions are offered.

1. *The Ideal Rental Order.*

a. From the point of view of the rental library, the ideal rental order should be sent in at least two weeks before the beginning of the semester and should cover the entire semester.

b. If possible, the rental order should be so flexible that it specifies only the month in which you wish to show the aid. The rental agency will select an available school day in that month for your showing and will notify you of the date selected, well in advance of the screening date. If this is not possible, list the week of the month in which you would like to screen the aid. Though there are exceptions, it is seldom absolutely imperative from a teaching standpoint, that one certain day only be selected by you. The rental agency can then select an available day in the week you select, when the requested film is not in use by other exhibitors.

You can then make the necessary slight adaptations in your teaching program to fit this selected date.

c. State clearly, the *size* and *type* of the aids you request *and the exact title*, for example:

(1) 16mm. sound motion picture.

(2) 16mm. silent motion picture.

(3) 35mm. silent filmstrip.

(4) 35mm. sound filmstrip.

(5) If a sound filmstrip, the speed of the record must be specified (33 $\frac{1}{3}$ or 78 revolutions a minute).

(6) Black and white or color should also be designated if a choice exists.

d. Alternate dates should always be given, and they should be at least one week apart. Alternate titles should also be listed. In the event of a possible cancellation or the unavailability of a film you request, an alternate title can also be forwarded. You will, therefore, not be left "aid-less" on a contemplated screening date.

If the foregoing general rules are carefully carried out and you receive confirmation of your scheduled dates from the booking agency, the next step is to arrange with the audio-visual director or other official of your school for reservations on the projectors you will need. Also, make arrangements for a screening room if your own classroom cannot be used. If possible, make arrangements for student projectionists to relieve you of the mechanical routine of film presentations so that you can concentrate on the educational aspects. If time permits, preview each film before classroom presentation.

2. *The Time Element.*

a. It is pedagogically impossible for a teacher to make out a film program four or five months in advance and to decide, so far in advance, on the particular day that a visual aid can be shown effectively. You will find through experience, however, that the more time given in advance of your requested date, the greater your chance of obtaining the aid on the date you desire. This may be difficult but not impossible.

b. In unusual cases, films may be obtained on short notice, even within a week of your request. But more than not, you will find that requests on short notice cannot be satisfied.

Generally speaking, only motion pictures are available for rental. Slides, slide films (also known as film strips), and recordings for sound strips may be obtained on a direct purchase basis only. Most distributors, however, offer a free "preview with a view to purchase" on this type of visual aid.

If you borrow a free film, an attendance report will always be desired by the sponsor. Send this report back to the film library immediately after screening and help to keep good will in free film loans.

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further down the American educational ladder. It has given the secondary teacher greater power over approximately half of that ladder. It has changed the make-up of the teaching profession. No longer are the secondary teachers a small minority, overwhelmed by a mass of elementary teachers. High school teachers now make up a very comfortable percentage of the teaching profession as a whole. When the surge of enrollment from the increased birth rate reaches the secondary schools in a few years, the percentage will be even higher. Secondary teachers should be alert to the increased opportunity and responsibility which this brings to them, both in their teaching and in their responsibility to the profession.

In many places in the past, the elementary teachers bore almost the whole responsibility of professional organization. The high school teachers were a small group of subject matter specialists who frequently were neither consulted nor concerned about such matters. There were, of course, many notable exceptions to this situation. Today's conditions make it unnecessary for such a situation to continue. The secondary teacher now has professional responsibility and power which should be recognized and accepted by himself and by all who are concerned with the promotion of the profession.

A new film for English Classes

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Especially made for junior-senior high school English classes. Explains the importance of punctuation in everyday social, business, and school life. Reviews the basic rules for using the punctuation marks. Made under the supervision of Hardy R. Finch, Head of the English Department, Greenwich (Conn.) High School.

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Visualizing the Nature of Democracy

BY LYNE S. METCALFE

The need for all possible aid in facilitating the teaching of the fundamentals of American democracy to groups in this country, has long been felt by educators, civic bodies, study and culture clubs, as well as employers in industry and business.

The philosophy of democracy being, as it is, extremely complicated, not always easily simplified in oral discussion, has now been condensed into visual form in a series of discussional slidefilms, "The Nature of Democracy", produced by Curriculum Films, Inc., and distributed by The Jam Handy Organization.

Primarily, this series of seven films (subjects) was planned for use in schools but other groups in the classifications mentioned above have also found the material useful.

In surveying the needs of the school field through questionnaires and personal interview, a continuous and repeated interest on the part of teachers was shown in the topics of Democracy, what it is, how it works, the part public opinion plays, the minority group problem, the rights and privileges of citizens. But in all cases, teachers said, "Make it simple, and readily understandable."

This has been done by setting forth the essence of the democratic way of life, as it relates to the individual and the community. The Eds, Bills and Helens live in a working democracy. Their rights and responsibilities are clearly and dramatically developed through everyday relationships, and are emphasized by showing how their lot under a dictatorship or fascist government is contrasted with their privileges under a democracy.

These film-strips can be used in Junior or Senior High School social studies classes, either in American History, World History, Civics Classes, or in any group where the study of Democracy is vital, for purposes of introduction, driving home concepts, or for review.

Although each leader in showing this film will have his or her own ideas as to use, here are some suggestions: The strips may be used individually or as a package to introduce a study of the constitutional amendments setting forth the rights of the individual; or as a basis for a consideration of the steps in the growth of democracy in our country and in its English antecedents. They may be used to make a comparative study of the rights of the individual in a democracy as compared with those of a citizen under a dictatorship. They may be used in connection with the study of current events whenever and wherever the rights of the people who are members of a nation come up for consideration. They may be used to show why each of the elements of democratic living must be protected, both as a matter of respect for the individual and as a means of perpetuating Democracy itself.

Words That Do Not Educate

BY RALPH W. TYLER, University of Chicago

(Following are additional excerpts from a speech by Dr. Tyler presented at the meeting of the American Association for the Advancement of Science on September 17, 1948.)

Pictures ignored—eye and ear media shunned

Not only do our present schools and colleges fail to aim at a broad set of ends but they also are inadequate with respect to means. For example, the medium of communication and of expression in the schools is very largely a verbal one. Although most educators recognize the existence of a wide range of media of communication including pictures, diagrams, motion pictures, radio and other auditory materials, as well as concrete experiences in laboratory, shop and in the community, the typical American school makes little use of these non-verbal means of communication.

More avenues, wider paths to learning

If the schools used a wider range of media of communication we should find many persons more educable than now seems true because we should have more avenues for communicating with them and more avenues of expression by which they may demonstrate their learning and continue practice until the learning is more adequate. The broadening of the media of communication and expression used in schools and colleges should make it possible to identify wider ranges of talent which the school could work with effectively. This would then extend our concept of educability.

Ways to solution

What is needed is an attack upon two fronts, upon the identification and measurement of abilities that indicate talents that can be developed by educational means, and experimentation with learning, so that we may know how to capitalize on the talents that are thus identified.



Educational Film Notes for High Schools

"One of the few bright sides to the dark picture of the last war was the acceptance and development of the motion picture as an educational tool. The armed services learned nothing new . . . they merely emphasized a truth that progressive educators had long maintained; that the motion picture cannot be overlooked in any program involving mass education. In actual test classes audio-visual research workers have

had considerable success in reducing the length of time required for learning, have increased the amount learned, and have increased the students' retention. Learning time has been reduced by as much as 50% and the amount of subject matter learned as well as the amount after a period of one year has increased 20 per cent."

—J. H. De Nabb,
President, Bell and Howell Company

Community Relations Committee Progress

BY FRANK M. RICE

Chairman, Central High School, Omaha, Nebraska

The Community Relations Committee of the Department of Secondary Teachers of the National Education Association completed its organization in June of 1948. This completion of organization was based on a considerable amount of preliminary work, including a departmental poll regarding the desirability of such a committee.

The committee is a representative one, for its membership is distributed from Rhode Island to California, with New York, Pennsylvania, Ohio, Indiana, Michigan, Illinois, Minnesota, Nebraska, and Kansas representatives making the cross-country pattern.

The Committee members agreed that their wide distribution made convening so difficult that it would be better to communicate in something of a round-robin manner, with the Chairman acting as a central clearing house. Therefore, at appropriate intervals, the Chairman sends to each member a digest of the suggestions and the work of all members. Although this method of procedure has its disadvantages, particularly in respect to speed, progress is being made.

In order to give the force of unity to what they are trying to do, the Committee has concurred in a central objective: To develop ideas and methods whereby there can be a closer and more effective relationship between teachers and other members of the community. This emphasis upon teachers is important.

Also important is the first accomplishment of the Committee—the assembling of an excellent working bibliography of carefully selected contemporary materials in the field. This is a basic foundation for further procedure.

The Committee has begun to investigate actual examples of satisfactory public-relations in order to determine what programs of this nature are successful. From these investigations the Committee hopes to obtain a first-hand knowledge of successful methods, purposes, and results in teacher-community relationships. It is hoped that from these findings there may develop materials of sufficient value to constitute a handbook of principles and practices in community relations for teachers.

As one of the approaches to the program, members of the Committee are studying public relations work as it has been done by various state educational associations. This phase of the work should be concluded by early March. Closely related to it is a study of teacher-community relationship work by more localized and specialized groups.

Many excellent examples of successful teacher-community relationship programs, some of them quite ingenious, are coming to our attention. Cooperation

with and participation in the life of the community seems to be a basic common principle. But actual examples are even more interesting than abstract principles. There are instances in which the school has become the center for adult educational and social activities. Relations are helped where industry finds help in preparing its workers, where the curriculum is modified to meet community needs, where the problem of tolerance is met and handled skillfully. Local newspapers, radio stations, public health services, and social and welfare agencies offer opportunities for both cooperation and participation of the teacher in community life.

The geographical diversity of the Committee membership has colored the developments of committee work. To the individual member it is an enlarging experience to learn about the problems and activities of other teachers in distant and different places. There has been a healthy interchange of metropolitan and rural, of industrial and agricultural, and of professional and community viewpoints. The Committee work offers its own special opportunities for cooperation, participation, and tolerance.



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Cave Dwellers in Teacher Education

BY G. D. McGRATH

Director of Teacher Education, College of Education, University of Illinois

We have among us many educators who profess to be interested in the improvement of teacher education. Nevertheless, our progress has been to a large extent attenuated by far too many typical cave dwellers. These people may have had the best interests of improved teacher training conditions at heart but have been lethargic and hesitant to come out into the open and fight for the cause.

The so-called cave dwellers have consisted for the most part of four types, each of which can easily be recognized, identified, and categorized. Frequently there has been undercover infiltration from one type to another, but the consistency of remaining with some group of cave dwellers is unmistakable.

The first type has for its membership the "subject matter for subject matter's sake" believers. It is senseless to assume that a thorough mastery of narrowed subject matter will in all cases produce a satisfactory citizen for living in today's world. It is equally asinine to believe that subject matter training alone will develop a teacher able to offer envisioned leadership in today's schools.

A second type of cave dweller in teacher education is composed of the methods enthusiasts. These torch bearers adhere to the policy and premise that to know exactly how to juggle the bags of tricks to bring out a proper method for every situation constitutes adequate teacher training. The product of this trend, which extended its influence to great numbers of preservice training programs, very often was thoroughly trained but almost completely uneducated. These educators usually became impractical theorists and resorted to pedagogical chicanery to continue in popular status and prestige. The confusion existing in classrooms staffed by these people never permitted a propitious situation for learning even though unreasoned interest often soared high.

We have some more modern cave dwellers dedicated to the premise that neither methods nor subject matter, alone or combined, have appreciable merit. This group is often referred to as the social adequacy believers. Specializing in personality development and social acumen, they have included barely enough professional training to meet minimum certification requirements. As a result, many of the ill-equipped proteges of such a system have been victims of fear and apprehension, constantly hoping to be rescued from the classroom ordeal.

Some of our present cave dweller problem educators might be referred to as a do-nothing status quo group. With a hopeless, spineless indifference, they rationalize that it really doesn't matter much what we do. They believe that we

do not know the answers to preservice teacher education problems and that improvement would be purely accidental. They argue that the shifting scene of American life sets a shifting requirement for teachers, thus preventing possibility of adequate preparation.

There is no satisfactory program to nullify or counter the debilitating effects of these groups of cave dwellers. Perhaps our best approach would be to agree on what we want to see in a teacher adequately equipped for teaching in today's schools. A summary of recommendations by outstanding educators may illustrate what we should want in a teacher:

1. We want teachers with a broad cultural understanding which will serve to interpret the social implications of participating in the world of today.
2. We need teachers who have learned to solve problems, to think logically, and to accept responsibility.
3. We must have teachers who have experienced the thrill of appreciation for the fine arts and creative skills.
4. We demand teachers who believe in the broad foundations of general education as the basic structure of education.
5. We cannot survive without teachers who have a broad knowledge of subject matters and the applications of these areas to well-adjusted living.
6. We must have teachers who have a seasoned perspective of the contributions of the humanities to successful living.
7. We require teachers who know how to teach—who can teach—and who have demonstrated these abilities throughout a long coordinated chain of educative experiences.
8. We must have teachers obsessed with the conviction that a sound democratic theory of education at work in the classroom pays the greatest and only desirable dividends.
9. There can be no compromise in the necessity for teachers who understand child growth and who can apply the knowledge which mental hygiene gives us to classroom situations.
10. We must have teachers who are convinced that the only hope for a world fit to live in lies in teaching understandings among the peoples of the world with concurrent appreciations for their contributions and participations.

Teacher educators have agreed that, if we are to have teachers who can

qualify under the foregoing prerequisites, we shall have to admit to some basic assumptions.

1. Better teacher education programs mean *changed* teacher education programs. A mere rearrangement and re-shuffle of existing curricula of courses does not constitute true revision.

2. We must set up machinery for predicting the social scene and social requirements twenty-five years hence and start preparing teachers to meet those situations.

3. The premises held by each of the first three groups of cave dwellers have good aspects to offer if they are intelligently refined for a proper blend or contribution from each.

4. We must admit that we are decades, perhaps 50 years behind times, and take radical steps for improvement of teacher education programs.

5. We must set up more experimental programs in teacher education and renew research attacks on the unsolved problems of pre-service education of teachers.

6. We need to plunge boldly into uncharted waters with the knowledge we now possess to set up coordinated four and five year curricula unshackled by demanding provincial petty requirements.

7. Our teacher trainees must have a long chain of coordinated developmental participatory experiences with children.

8. We must plan together a curriculum which will predict outcomes. Then we can say to those interested, "If you want this type of teacher, you must supply a certain training program." Or better yet, we can say assuredly to the doubting Thomases, "This type of program is superior and will produce this superior sort of product."

9. We must realize that a well trained person is not necessarily an educated person and that a proper blend of the two is not only possible but logical.

10. We must stop rearranging our prerogatives and prejudices and build new courses based specifically on the experiences successful teachers should have in preservice training curricula.

There is abundant evidence that we have sufficient envisioned leadership in teacher education to bring about a new era of teacher training which will lead the cliff dwellers to a new age of enlightenment. The desire to participate in the new day for preservice training of teachers is everywhere evident.

Book Notes for Secondary Teachers

BY HARDY R. FINCH

Herberg, Theodore and Orleans, Joseph B.: *A New Geometry for Secondary Schools*; D. S. Heath and Company, Boston, 1948, 406 pages, \$1.92.

This second edition departs from the Euclidian division into five books and substitutes twelve unified chapters. It is organized to meet the needs of any type of class or individual pupil.

McGuire, Edna and Portwood, Thomas B.: *The Rise of Our Free Nations*; Macmillan Company, New York, 1948, 710 pages, \$2.52.

In this revision of a popular American History text the materials have almost been entirely rewritten. Each of the eight divisions of the book deals with one particular movement or period in our history.

Wirth, Fremont P.: *United States History*; American Book Company, New York, 1948, 734 pages.

In his new book, Dr. Wirth has maintained a balance between the topical and the chronological elements. Up to and including the period covering the War between the North and the South, the development is largely chronological. From that point on, the narrative is chronological within the units, but the units themselves are topical.

Hausmann, Erich: *Swoope's Lessons in Practical Electricity*—18th Edition; D. Van Nostrand Company, New York, 1948, 769 pages, \$4.80.

A completely rewritten book, *Lessons in Practical Electricity* still is an ideal book for presenting the subject of electricity to the engineering beginner. Improvements in the present edition, made in keeping with advances in electrical engineering, include an introductory lesson on the structure of matter, presenting the electron, and its companion particles of modern electrical theory, and the behavior of electric charges; a merger of two lessons on magnets and on magnetism, of those on voltaic cells and on chemical effects of current, etc.

Rogers, William W., and Barnes, Robert H.: *Mechanical Drawing at Work*; Silver Burdett Company, 1948, 182 pages, \$2.48.

The text consists of a series of forty "Jobs," all or part of which are to be done by the students. In working out the jobs, students learn the elements of drafting and technical information needed in various trades and in making typical shop drawings. Information about equipment, lines, lettering, and constructions is learned as needed.

Williams, Catherine: *Sources of Teaching Material*; Bureau of Educational Research, Ohio State University, Columbus, Ohio, 1948, 12 pages, 20 cents each.

This bulletin lists sources of teaching materials in the audio-visual field, sources of films, filmstrips and slides, radio program listings, educational recordings, free and inexpensive teaching aids, professional associations, periodicals, service bulletins, and current information.

Crouse, William H.: *Understanding Science*; Whittlesey House, New York, 1948, \$2.50.

Not every day does a book for teen-age scientists present so much information so effectively as does this volume. Today's wonders—television, radar, reaction engines and a host of others—along with many older inventions are explained in words that the reader can understand. The atomic section was approved by Dr. John Dunning, Columbia University.

Smith, Ella Thea: *Exploring Biology*; Harcourt, Brace and Company, New York, 1949, 581 pages, \$3.28.

Exploring Biology, Third Edition differs from its previous editions in the following respects: 1. The discussion of the chemical nature of many life processes has been expanded considerably; 2. A unit on human physiology has been introduced; 3. An entirely new problem—that of reducing the toll of cancer and heart disease—has been

added to the health unit; 4. The dangers involved in the exposure of any part of the body to radiations are discussed in connection with human heredity; 5. The emerging synthetic theory of evolution has been added to the unit on evolution; 6. The economic importance of insects has been included with the discussion of their taxonomy early in the course; 7. The conservation unit has been rewritten around ecological principles and placed at the end of the course.

* —

Schorling, Raleigh and Clark, John R.: *Algebra - First Course*; World Book Company, 1949, 406 pages, \$1.92.

This is a well-written, up-to-date textbook which teachers will find helpful in classroom use. Definitions, principles, and processes originate from numerous and simple mathematical experiences. New material is introduced by a carefully guided inductive process that gives the student an opportunity to think it through and get the meaning as well as the method. In these and in many other ways, this text reflects the best trends in algebra teaching.

Scott, Harry Fletcher; Horn, Annabel; and Gummere, John Flagg: *Using Latin*; Scott, Foresman, Company, Chicago, 1948, 448 pages, \$2.40.

Using Latin is the appropriate title of the new Scott-Gummere Latin course for beginners. Recognizing the fact that a great many students who register for "Latin 1" will not go on with Latin, the authors have a first-year course that has immediate value for the learner, as well as providing a secure foundation for more advanced language work.

For example, a strong program of word study builds directly on the word-perception program of the elementary grades. Boys and girls are shown how to use their Latin, right along, to enlarge and clarify their English vocabulary.

The authors have also been successful in making grammar make sense for beginners. Particularly noteworthy is the insistence, all the way through *Using Latin*, on the student's checking his choice of a form, or a meaning of a word or his translation of a phrase by "Does it make sense? . . . Is this the best meaning here? . . ."



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It is only by concerted effort that teachers in the secondary schools of the United States can secure the professional standing that they deserve. The editors of Secondary Education urge all high school teachers and administrators to work wholeheartedly in this important cause during 1949.

Remember, we are professional workers and should have as much recognition in our community as doctors and lawyers.

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General Education in Our High Schools?

BY PHILIP S. BLUMBERG

Central High School, Patterson, New Jersey

William James, one of Harvard's most distinguished professors, has stated somewhere in his writings, "Wherever there is selection among alternatives, there is mental life. Man is a choosing animal." Ernest Carroll Moore, another great teacher of a generation ago, was wont to remark, "Mind is a problem solver. It is perplexity, doubt, conflict, and not the even tenor of an untroubled mind which causes reflection. Where there is no question, there is no occasion for the mind to converse with 'herself'." And this same idea of thinking and reasoning is uppermost in the minds of our present day educators and administrators. In an important document prepared two or three years ago at the direction of the Educational Policies Commission entitled, "Education for All American Youth," we find that one of the fundamental and indispensable goals is set down in these words: "Stimulate intellectual curiosity, engender satisfaction in intellectual achievement, and cultivate the ability to think rationally." And in the report of the Harvard Committee of Twelve on the objectives of a General Education in a Free Society, we read these impressive words: ". . . These abilities are to think effectively, to communicate thought, to make relevant judgments, to discriminate among values."

Now, if the above excerpts point to that *sine qua non* of our educational endeavors, and if, in the words of Chancellor Robert M. Hutchins, "A university is a place where people think," then, are not the public high schools, academies, and parochial schools the places where we might expect to detect the first signs of the thinking process?

But herein lies the crux of the whole matter. Where, and which one of the score and more subjects which are offered and pursued by our 6,000,000 boys the girls demands any particular thought? Which subject, or group of subjects, is an aid and can be said to contribute in the development of self-reliance, independence, resourcefulness, originality, initiative—to use expressions which may be found in that brilliant article, "Education for Initiative and Originality" written by the eminent educator and psychologist, E. L. Thorndike.

Let us see. Modern foreign languages? Let us be brief and blunt. There is little or no thinking involved in the study of French, German, Spanish, or Italian. At best it is training, but it is a grave mistake to ascribe educational values—liberal, cultural, humanistic. No; there is no enrichment of the heart and mind; our youngsters—after a year or two, or even three years of study of French or German—do not become kinder, more broad-minded or more high-minded or more tolerant. Why entertain such expectations? For the tens of thousands of our high-school pupils the whole business is arbitrary. The activity, to a very large extent,

is of the memoriter type—nothing more nor less than memorization and drill, a form of animal training, parrot-like learning.

In the same category with the modern language studies, we may place another group of subjects which is the daily educational diet of 2,000,000 to 3,000,000 of our students. I have in mind stenography, typewriting, business practice, and much of bookkeeping. Need I contend that these subjects are devoid of those liberalizing influences, of that culture and humanistic effects which we so greatly cherish for our pupils? The commercial subjects are practical; they are useful. But the fact that they are strictly vocational must not be lost sight of.

And now we come to that most hallowed and time-honored, that highly cultural subject of the entire curriculum—dear old Latin! For the vast majority of the students—ninety per cent of them—the study of Latin is a waste of time. It is futile and unnecessary. Greek and Latin do not “nourish the spirit by encouraging breadth of vision”; the study of the classics for two or three years does not enable our boys and girls “to weigh evidence,” nor do our pupils acquire “a nice sense of relative values.” And finally, Latin and Greek and Hebrew do not prepare “for a broader, richer living.”

Culture? Our boys and girls read six books of Virgil as a cultural exercise, and Abraham Flexner, a keen and discerning student of secondary education for fifty years, asks, “How many are at the close of the process cultivated enough to read the remaining six for themselves?”

There is another group of subjects which is held in high esteem by parents and many teachers—second only to the classics. I mean algebra and plane geometry—the core of the mathematics curriculum. Those who have devoted much thought to the matter are fully agreed that the conventional first year algebra and the traditional second year plane geometry evoke very little thought and reasoning. “Algebra is learned, not, as a rule, by the exercise of anything that can be properly called reason, but passively and mechanically,” is the firm conviction of a great educator, and another, a professor of mathematics, once said, “Not more than 25 per cent of the propositions in geometry have any genuine application outside of geometry.” Yes, indeed, it is quite generally observed and recognized that our pupils feel that their daily work and assignments are quite aimless and purposeless; that they do not feel that compelling challenge which is so indispensable for effective work.

And still another topic, to which a disproportionate amount of time is allotted, and whose virtues have often puzzled me, is English grammar. I mean that formal, technical, dry-as-dust grammar, that bugaboo to very many students. To what purpose and with what aim and end in view? Are the boys and girls enabled to present in an enthusiastic manner a two or three minute interesting oral composition? Are they aided to write a worthwhile paragraph concisely and lucidly?

But what about English proper—that most hopeful and desirable subject

in the entire curriculum—that cultural study par excellence? Let me state pointedly that the detailed, minute, and prolonged study of *Ivanhoe*, *Silas Marner*, *Julius Caesar*, *L'Allegro*, and Burke's speech is not promoting an interest in reading. For is it not evident that our "pupils read but little?" As one investigator has concluded, "There is no indication that the schools are developing permanent interest in reading as a leisure-time activity.

And now finally to bring this article to a close, I cannot do better than refer to that sixteenth century French essayist, that sane, wise, urbane Michael Montaigne, whose writings have been a never-ending source of joy and edification to thousands. Here are samplings taken at random:

"To know by heart is not to know; it is only holding on to what has been put into the custody of the memory . . . We receive as bailiffs the opinions and learning of others; we must make them our own . . . We learn to say Cicero says this, Plato thinks this, these are Aristotle's words; but we, what do *we* say? What is our opinion? . . . If the mind does not acquire a better temper, if the judgment does not become more sound, I had as lief the school boy should pass his time playing tennis: his body, at least, would be more supple."

And the comments and reactions, which the immortal Montaigne has elicited, are almost as delectable: "The object of education is to make, not a scholar, but a man. Education shall concern itself with the understanding rather than with the memory. If there be uncertainty, there will be liberality: if there be doubt, there will be tolerance."



Marks of a Good Executive

1. First trick in being a good executive is to be able to take criticism that doesn't come from "yes" men.

2. A good administrator hires people who are smarter than he is. The smart ones may get your job but if you are smart enough to hire smart people you will be smart enough to keep your job.

3. Don't handle details yourself. This is another way of saying don't know facts you don't need to know, but be very sure of the ones you do need to know.

4. Don't be "busy." The good executive learns either to delegate his work or not to take on more than he can do well.

5. Delegation of authority means actually

delegating it—not merely saying that you do and then trying to outsmart your subordinates on every technical subject that comes up. If you do, they will quit trying to be competent on the theory that you know it all.

6. Don't ask your superior to approve plans you are already sure of.

7. Never stand in the way of promotions. Losing a good man hurts. But the reputation of every executive is enhanced by associates who have gone into upper ranks.

8. Be willing to stick your neck out. The dangers you worry about probably will never materialize.—LENT D. UPSON, Wayne University, as quoted in the *Wisconsin Journal of Education*.

Administration of the Program of Individual Interests and Activities in the Small High School

WILLIS H. UMBERGER, *Superintendent of Schools*
Old Lyme, Connecticut

The secondary school principal may believe thoroughly in the educational possibilities of the activity program, and the customary advantages of individualization in the smaller high schools; but he is faced with the practical necessity of scheduling, controlling, appraising, assigning students and teachers, and financing in order to effect the maximum advantages of such an enterprise.

He may be quite certain that in addition to instruction in the fundamentals, parents will want their boys and girls to have the personal-social growth that can be acquired so readily through participation in the activity program, or even through the individual adjustment of each young student to routes through the curriculum and extra-curriculum best suited to his interests. Whether this is to be an addition to a formal conventional curriculum or a replacement for the inevitable three R's, he may quickly resolve by granting neither extreme: the fundamentals may not reasonably be forsaken nor the social-personal education considered any additional burden. The total curriculum will be so realigned and balanced that instruction in the fundamentals and the specializations will be guaranteed together with real and pronounced growth in independent pursuit of personal interests.

The implication of such programming is a lengthening of the school day. Since high school students are generally fatigued by monotony and lack of challenge in the four conventional academic studies, it has been found profitable to allow and encourage extensive elections in specialized courses, laboratory, shop, and several short term unit offerings. Increased interest apparently offsets fatigue. In the Old Lyme High School an eight period day running six and one half to seven hours has not been found burdensome where there is flexibility, variety, and physical activity. Such a schedule affords ample recitation-study time with as much as 25 per cent of the day left for personal development through these interest offerings certainly recognized by the colleges, if not always acknowledged by college examining boards.

The accounting of courses in academic classes, shops and laboratories is established by common practice, generally understood and easily checked by examining agencies. But crediting of a kaleidoscopic pattern of activities, however justifiable by the ends attained, is far from simple or communicable. Schools may set up an arbitrary point system and leave it to competent judges, employers or admissions officers to appraise. Since a student is judged by an interview, or a letter from the principal, the numerical crediting in a small school may safely be left unmeasured until a defensible point system or other accounting means has

been perfected. But there must be records of participation and informal judgments kept for later reference.

Recording should be done by the student with the assistance and encouragement of the faculty adviser or home room teacher. Blanks for such purpose should be provided by the school to keep the accounting in a readable form for interpretation and transmission, but should not be so restricted as to force any pattern; that is, there should be records of out-of-school activities, employment, and pursuit of interests. The student recording his own progress is stimulated by noting his own growth; he places emphasis on his efforts and achievements with reference to his own changing sense of values; he is able to add notations the better to understand himself and to assist the school in guidance. To these may be added results of tests and measures, observations of personality development, character growth, better school adjustment, increased ability in self-education by the professional staff.

But the administrator can only set the machinery: he must organize the faculty to carry out the actual duties with or without benefit of special guidance departments and officers. It would be futile to set aside special periods and then find nothing worth while happening. This would only aggravate such student opinion as holds secondary education of little real life value. The principal will usually begin where he finds things: encourage, record, suggest and provide means, however small the beginnings. He will frequently take time in faculty meetings and space in school bulletins to point up progress, advantages derived from this kind of schooling, the achievements of students as diversified in ability and interest as he can find, whether these be within the school program or sponsored by other youth training agencies.

It may take several years to develop in the school and community the ideas of versatility, variety, experimentation and change geared to the needs of individual students. A principal or teacher may require time to search his own thinking about the life being led by his students and the life they are planning, or merely facing, that their adjustment may be more realistically made by the high school. Is the exploratory activity of the student too superficial? Is he finding himself, or escaping his duties? How long shall the school insist that he pursue a course of activity to assure his ability to judge its value to himself? In the small school, conferences of teacher, principal and student are almost continuous; and regulatory policies are made for adaptation rather than restriction.

Consistent with the need for measuring, recording, guiding and regulating the pursuits of personal interests through the curriculum and the co-curriculum is the financial plan that makes it possible. The Board of Education, just as the less influential members of the community, or the faculty and students, must be convinced that the outcomes in personal-social development are worthy and possible of accomplishment; and that the organization of the longer school day, the flexible schedule, the inclusion of the co-curriculum of activities,

the individual scheduling and liberal interpretation of the time elements, the broader use of the teachers' abilities and time, the functions of record keeping, and the methods best suited to these purposes are all in the best interests of education for the life adjustment of every youth. Records of retention in school, improved scholarship, livelier interest in approved activities, and better citizenship will prove convincing in winning support.



The Room with the 25,000 Mile View

BY GEORGE L. CRUTCHER

Acting Head, Department of Visual Instruction, University of Florida

This room, one of many of its kind throughout the United States, has ushered in a whole new era of educational opportunities. From all over the world a steady stream of vital facts is being funneled in and put to work in everyday learning and living. Motion pictures. Lantern slides. Transcriptions and recordings. Objects, specimens and models from all parts of the globe. Charts, maps and graphs alive with accurate information. Every detail of importance to effective learning is accessible.

The result is education unlimited. Audio-visual aids can by imagery and voice circumvent limitations of time and distance. Erroneous impressions that may require much "unlearning" can be detected in the making and correct concepts firmly established in their place. Individual pupil requirements can be adequately met by the variety of tools designed for this classroom.

This efficient center of learning is concrete proof of the determination of individual teachers, school administrators, and the manufacturers of instructional materials to make instruction in American schools a more potent force in shaping the lives of individuals who must live now in order that they may learn how to live in the future.

Can the boys and girls in your room see beyond the highway or the next street? Can they visualize the complexities of their own community? Can they observe, even vicariously, segments of the national economic structure or world relations?

How long is the view from *your* room? One mile, one thousand miles, or twenty-five thousand miles?

Meeting the Health Needs of High School Youth

BY CHARLES J. PROHASKA, M.D.

Consultant in Health Education, Connecticut Department of Education

The New York Regents Inquiry makes the following significant comment concerning the relationship between the high school and preparation for life—"whatever the secondary school fails to do in living will, for the most part remain undone." Thousands of boys and girls terminate their education at the age of sixteen or upon graduation, proceeding directly into the work of the world and life; many adjust and live happy useful lives; other thousands are totally unprepared to adjust to a nerve-wracked society. We hear repeated statements to the effect that education today is concerned with the growth and development of the whole individual and that learning experiences in health must become a part of the entire school program. If we accept as a guiding principle that the fundamental purpose of secondary education is to provide opportunities for the development of all youth for life, we will provide a school program built around the major areas of human activity.

Individuals in any society undergo a continuous process of physical, mental, emotional and social changes. These changes are referred to as growth processes. Direction of these growth processes is education and that phase of education the chief function of which is to provide stimulation, knowledge, and experience essential for physical, mental, emotional, and social well-being in health education.

Not unlike "new fields" in secondary education, health education has had to experience its awkward beginnings. Much has been done in clarifying terminology, in setting forth the scope and purpose of the program, and in consolidating the elements of the program into a unified front in order that purposes may be achieved. Health education like all other education considers the whole child. We are not simply caring for bodies but building selves, helping each self to build itself better. The school health program is the means of implementation for health education.

Present day needs in health education are reflected in the major problems which confront high school administrators. Chiefly among these are:

1. Securing qualified leadership in whom responsibility can be fixed to co-ordinate all activities which contribute to the total health education of youth.
2. Providing adequate facilities and equipment in order that a respectable job in health education can be done.
3. Raising the level of standards of health instruction beyond that of

incidental and haphazard teaching to the same dignified position occupied by other required subjects in the curriculum. This calls for careful planning, suitable time allotment and grade placement, and qualified teachers. It also connotes that a suitable type and amount of health instruction be made available to all pupils at different grade levels.

The need for health education in its broad sense has been made apparent through numerous reliable sources. Secondary schools must increasingly meet the challenge for developing a more intelligent understanding of those factors basic to knowing how to live healthfully, in building desirable attitudes leading to accepting responsibility for personal and community health, for providing opportunities which will progressively build desirable physical, mental and social habits, and for continuous scientific evaluation of changing health concepts.



Notice of Proposal to Amend the By-Laws of the Department of Secondary Teachers National Education Association

In accordance with the constitution and by-laws of the Department of Secondary Teachers of the National Education Association, the official periodical of the Department, *Secondary Education*, hereby publishes notice of a proposal to amend Article II of the by-laws to read as follows:

Article II. Dues: The annual dues for individual membership in the Department shall be Five Dollars paid to the Treasurer. The annual dues for affiliated or group membership shall be Ten Dollars paid to the Treasurer.

Amendment proposed by:

WILLIAM LEWIN, *Vice President.*

April 26, 1949

Reading, Writing and Television

By J. RAYMOND HUTCHINSON

Television Editor, Secondary Education

For several months past, I have not had the opportunity to be within range of television projection. I confess that within this time I have read more than I did in a television area, but I must also confess that this has been based on an increased eagerness to read and not on lack of television programs. Those who would read, and have a purpose in doing so, will read well and extensively. Some will read more because of stimulation through television, for their interest can be aroused through good presentations. Many good motion pictures have proved excellent incentives for reading of books on which the films have been built. Television holds an equal challenge and the producer overlooks a fertile "tie-in" when supplemental reading materials are slighted in the presentation. This is particularly true of educational presentations. The degree to which good reading can be encouraged by television remains only slightly explored to date.

Most television presentations have been for entertainment purposes thus far; however, some experience in the field may be noted. In my first educational television series in 1941, each program was based on one or more volumes of an historical series. An adequate selection of pictorial material was presented to arouse the interest and appetite for further exploration of the volumes utilized and others like them, or by the guests who appeared on the program. Additional books were exhibited with brief comments on their merits in relation to pertinent ideas given in the visual presentation. All blended nicely into the presentation, and it can be assumed, even though it was not proved by experiment, that there was some response to the challenge to read more in the field of the program given.

The real educational television program will be fully cognizant of the amazingly fertile field herein. As teachers and pupils learn to use television educationally, reading of an exploratory and supplemental nature will be greatly increased. Writing in this field will be a specific portion of a fruitful experience through educational television. Proper utilization of educational motion pictures (not just movies) have proved this point, and television will do well to expand this practice a million fold.

A person who merely sits and looks at a television presentation might be likened unto a statue at the corner of a busy thoroughfare. Seeing all, it sees naught. For an individual with any spark of life, it is impossible to be insensible to a presentation however dull. All of us have enough initiative to flick off the switch or turn to another selection of better merit. After all novelty of television has worn off, each viewer will demand better and better productions. We are too virile to be statues mentally or physically and the medium of television is too dynamic to be static.

We are too independent also to have any medium of communication oc-

cupy all our time and attention, even if it is free.

To enhance ability in the field of reading and writing, there are thousands of programs which can be presented over television. Alert magazine publishers are fully aware of this; many educators are not. Except for the emergency of war-time training, television has not been tried in any extended educational program and few would know how to use it. As in almost every field for television, educational patterns have been tried. Some have been found helpful, others useless. Those which will be most lasting will have as a portion of their achievement, the creation and development of ability in the desire to read well and extensively. This newest and perhaps greatest potential medium of communication will also foster and develop the ability of expression through writing, for writing is the hand maiden of reading. Appreciation of expression enhances the ability to express. Proper educational television opportunities will increase the avenues of self expression of individual students, groups of students and leaders or educators, and these in turn will increase the utilization of *Reading, Writing and Television*.

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Who Shall Belong to the NEA?

Professional organizations should not accept "just anyone" as a member, says Dr. Ralph McDonald, of the Commission on Teacher Education and Professional Standards.

In a speech before a Commission regional conference (Jan. 10), Dr. McDonald said that one of the chief obstacles to achieving an educational profession is that professional organizations themselves will accept anyone as a member.

"Such a concept of membership belongs to the time when an education association was not a professional organization but was in reality a sort of publishing agency selling subscriptions to good educational publications," Dr. McDonald said. "That concept served a valuable purpose, but it has persisted long beyond its time of usefulness. This fact within itself has held standards down and has had powerful influence in retarding educational progress in the United States. If just anybody could belong to the American Medical Association, the practice of medicine would not have professional status, and medical service would be many years behind its present stage of development."

The Commission on Teacher Education, therefore, will present an amendment to the NEA by-laws at the next annual meeting of the Representative Assembly in Boston, providing that, after a specified date—perhaps June 1, 1951—full membership be limited to (1) those who are already members and keep their membership in good standing by continued payment of dues, and (2) new members who are degree graduates of four-year colleges approved by the profession for the preparation of teachers. Amendment will be voted upon by the Representative Assembly of 1950.

Teaching Hints for the French Classroom

BY ELSIE V. BOLIN

*Teacher of French and Latin, Charleston High
School, Charleston, W. Va.*

I enjoy teaching both French and Latin. In giving teaching hints, I think one of the most important is enthusiasm on the part of the teacher together with a love for boys and girls. Without these I am afraid the following suggestions would not be successful. I am a grammarian first of all. I think that a foundation of grammar is essential in the study and enjoyment of any language. If the first and second years are well presented, I feel the student will be ready to enjoy the language as a skill.

To keep up interest and promote extra activity on the part of the pupil I would like to present the following suggestions:

1. We sing. I use "Chantons" published by Gessler Publishing Co.—Hastings-On-The-Hudson, New York. These songs are all charming and easy. We have no instruments, but the pupils enjoy singing. Any extra minutes at the close of the period are used for this and the group is always anxious to find time to sing.

2. Early in the course—probably the second or third day of the first year—I give the class some simple phrases and sentences to use. Of course, they know nothing of the language and, as yet, have had no chance to learn pronunciation. I write on the board a few simple things which I can teach them to pronounce—after a fashion—and which they can use. They love to greet each other with "Bon jour"—"Comment allezvous"? "Merci beaucoup," etc. This enables them to get the feel of the language and makes them eager to acquire a larger vocabulary so they can talk with each other. They also experience quite a thrill when they see a French word in print or hear one on the radio or in the movies. To be acquainted with the word or phrase increases their desire to make the language a part of their experience.

3. We assume French names, and the boys and girls enjoy this personal contact which brings French closer to them.

4. In class the pupils ask questions (in French) on the reading lesson and other pupils respond in French. To promote oral use of the language we will have "All French Day" when no word of English is spoken. If some one forgets, he must pay a penalty by doing what ever the class asks—such as singing a French song—telling a story in French, etc. This creates a great amount of interest in the class.

5. We use vocabulary matches—such as the old Spelling Bee—to review vocabulary. This slight change removes the idea of vocabulary review.

6. Sometimes when there is extra time we play a game by beginning a story. The first person makes a sentence. Each in turn adds a sentence which is

supposed to tell a story—all this in French, of course. Sometimes the outcome is peculiar, however, the class enjoys it—and we are thinking and speaking French.

7. I try to give dictation once a week. Sometimes I have them write the dictation—other times, I have them translate from the French dictation. I must admit that the class doesn't like this as much as some other things we do. However, they enjoy the results as they show improvement.

8. In the 2nd year class we read "Le Petit Journal" published by Odyssey Press, Inc., New York. The class really enjoys this, and it gives them something which they cannot get in a text.

9. The use of records would be very interesting if you have the materials. Unfortunately we do not have the equipment; however, if you do have the machine, records are recommended.

10. Through the AATF Bureau you can get addresses of boys and girls in France for correspondence. My classes always want to do this. The resulting correspondence is an inspiration to the young students of French.

11. I have posters, maps, and pictures in my classroom. Some of these have come from Travel Agencies which have been most kind in sending them on request. This gives more atmosphere to the classroom. I also use postcards and pictures to give the pupils a mental picture of the beauty and glory which is France.

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New Attention Needed on Physical Education

BY W. K. STREIT

Cincinnati Public Schools

Do you remember when five minutes a day were devoted to calisthenic exercises, performed between rows of desks in the classrooms?

That was a beginning but a far cry from the modern program of physical education in schools and colleges. Today such a program stresses a progressive series of organized activities to help develop strength, endurance, body skills and desirable social qualities. This program is conducted out of doors on the playground, and indoors in the gymnasium, swimming pool, and recreation room.

Every individual from kindergarten through high school should take part in daily physical education activities which provide the environment for developing the total child. Every boy and girl should be offered the opportunity for vigorous developmental physical activity through games, athletics, apparatus, dancing, and swimming. The activities should be planned to create an atmosphere in which wholesome mental and social characteristics such as cooperation, leadership, self-discipline, fair play, sense of belonging, satisfaction through achievement, and respect for authority may be experienced. Physical education provides situations where democratic group processes may be practiced.

Young people and adults enjoy most those activities in which they have attained some skill through instruction early in their school experience. Hence, it is important that the elementary school physical education program be well taught. These early years count most in laying the foundation for strong, healthy bodies.

A wide variety of sports is offered and pupils are encouraged to select those they enjoy most for after-school participation—intramural, varsity teams or individual activity. Here especially are carry-over sports encouraged, such as volleyball, handball, swimming, hiking, tennis, and golf. Intramurals provide for immediate use of skills taught in class.

Careful consideration should be given to the formulation of plans for new indoor and outdoor facilities in this area. School administrators should consult the new "Guide for Planning Facilities for Athletics, Recreation, Physical and Health Education" published by the Athletic Institute, Chicago, and produced by professional people who have used good and bad facilities for years.

Good leadership must be provided by institutions of advanced education in the preparation of teachers upon whom the success or failure of the program largely depends. Teachers in this field must have the knowledge, appreciations, and skills to assist in the physical education of children. Many programs are deficient not only in leadership, but in time allotment and in the variety of experiences offered to pupils. Schools need qualified teachers in order that a full and varied program may be offered and adapted to the needs of all individuals.

From the Editor's Desk

Degrees: The Office of Education reported that 318,749 college and university degrees were conferred in the year ending June 30, 1948. Almost twice as many degrees were awarded to men as to women. University of California conferred the most bachelor's degrees—7,103.

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Popular: The Bureau of Labor Statistics is printing its second 5,000 copies of the Occupational Outlook Handbook. This 430-page bulletin has been described as a one-volume library of information on jobs for use in school and college guidance (\$1.75).

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Proceedings: The National Federation of Private School Associations (839-17th St., Washington) is publishing proceedings of its "first congress" devoted to the theme of the place of private schools in American life. Director J. S. Noffsinger says the volume will cost 60c.

Danger: The country's National Parks, mecca of teachers, students and other Americans on vacation, are threatened by two dangers, says the National Park Service, lack of appropriations and pressure for breaking down national park policies including cutting of forests, grazing of meadows, damming of streams and other destructive uses of the recreational areas.

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School and college counselors, college students, recent college graduates, high school seniors who expect to go to college, and their parents will be interested in the Institute of Occupational Orientation, to be held from June 27 to July 1, 1949 at the Waldorf-Astoria Hotel in New York City.

Enrollment in the Institute is limited; advance registration is required. For further information, address Robert Hoppock, Editor, Occupational Index, New York University, New York 3, N. Y.

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Book Notes for Secondary Teachers

Booth, Miriam, Editor: *Helping the Teacher of English through Supervision*; Committee on Supervision, National Council of Teachers of English, 211 West 68th Street, Chicago, Ill., 62 pages, mimeographed, 50 cents.

Packed into the pages of this booklet is practical information that will help every person who has some responsibility for the language arts program whether he is a superintendent, a principal, a supervisor, a department head, or a teacher.

It is significant that the first chapter is "What Makes Good Intra-staff Relationships?" by Merrill Payne. Following this come "The Function of the Superintendent of Schools in the Improvement of the English Program" by R. W. Bardwell; "The Role of the Principal in the Supervision of English" by Max Herzberg; "Supervision by a Supervisory Teacher" by Ruth Mary Weeks; "The Function of the Specialist in Supervision" by Frances Broehl; "The Supervisor in a Coordinated Program" by Edna Sterling; and "State Supervision of English" by Blanche Trexevant.

The problem of securing sufficient books and aids is discussed in the chapter "Adequate and Appropriate Teaching Materials" by Hardy R. Finch. The ways of supervising neglected parts of the English program are presented in "Giving Attention to Neglected Areas" by Robert Pooley, and course of study building is topic of the final chapter, "Activating Curriculum Development through Supervision" by Lillian Paukner.—Reviewed by Alexander B. Lewis, Central High School, Newark, New Jersey.

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Packard, Leonard O., Overton, Bruce, and Wood, Ben D.: *Geography of the World for High Schools*; MacMillan Company, New York, 1948, 484 pages, \$4.00.

This successor to the well-known *Our Air-Age World* shows evidence of thorough revision. Out-of-date material has been eliminated; teaching emphasis has been changed from war-time to post-war problems; and current geographical information has been included. Especially noticeable is the book's increased emphasis upon the reciprocal relationships of geography and history.

Frank, Josette: *Comics, Radio, Movies—and Children*; Public Affairs Committee, 22 East 38th Street, New York, 16; 1949, 32 pages, paper, 20 cents, discount for quantities.

Here is a booklet that will be especially useful and reassuring to parents, teachers, and other citizens interested in the welfare of children. It tells the major problems of the comics, radio, and movies in a sound and balanced way and does not take an extreme position on either side. It gives some excellent advice to parents and teachers on ways of helping children to be more discriminating in their use of these modern communications media. The booklet praises the work of the National Council of Teachers of English and other educational organizations in initiating and developing courses in photoplay appreciation.

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Pulliam, R. A. and Darby, O. N.: *Treasure Book Series—Gulliver's Travels* (144 pages, \$2.50); *Rip Van Winkle and The Legend of Sleepy Hollow* (64 pages, \$1.50); *Kidnapped* (207 pages, \$2.50); The Steck Company, Austin, Texas, 1949.

Here are three attractive books that will prove exciting fare for many students in junior and senior high school. Each classic is rewritten so that children of grade six and up will experience no difficulty in reading it. Difficult expressions which ordinarily lessen reader enjoyment have been eliminated. Vocabulary has been simplified. Yet the story thread itself in each case has not been changed.

These "Treasure Books" are really easy to read. On the Winnetka Chart for Determining Grade Placement of Children's Books, *Kidnapped* has a score of 4.3; *Gulliver's Travels*, 3.7; and *Rip Van Winkle and The Legend of Sleepy Hollow*, 3.1. They are attractive, too. They look like expensive limited editions with their appropriate illustrations, some in color, their eye-catching covers, and their good typography.

The books do not contain any statement that they are designed for low ability groups. No student will feel that there is any stigma attached to him if he chooses them for reading.

Spalding, Willard, and Montague, John R.: *Alcohol and Human Affairs*; World Book Company, Yonkers-on-Hudson, 1949, 248 pages, \$1.64.

This is an interesting and enlightening treatment of a serious and complex social and public health problem. The style of the book is simple, straightforward, and admirably adapted to the average high school student. The tone is objective; scientific in its presentation of facts and statistics, restrained and temperate in its discussion of the social, medical, and legal considerations involved. Controversial issues are masterfully handled by an impartial presentation of the main

arguments of all sides.

The book is comprehensive in its handling of the subject matter. Every aspect of the use of alcohol as a beverage is investigated; the historical, physiological, economic, legal, and personal all being covered adequately according to their relative importance. The statistics, which are plentiful, are arranged in charts and tables and appear to be the latest and most accurate available.

An appendix is devoted to tobacco and narcotics, in which these matters are given a brief but thoroughly satisfactory treatment.

Tear Down the Posters

BY EARL BLAND

Superintendent of Schools, Marathon, Texas

Every time I see one of the posters that are beginning to appear in the halls of some of our colleges and high schools, I have a very strong urge to tear it down and trample on it. They point out, these posters, all of the attractive features of the teaching profession and urge all who will to come in. Good pay, short hours, and long vacations!

Can you imagine the medical association putting up posters: "Be a Doctor! Get from \$500 to \$1,000 for thirty minutes' work in the operating room!" Or the bar association: "Be a Lawyer! Think of getting a fat fee for showing off for a few hours in a crowded court room!"

I believe in the teaching profession strongly enough to have stayed with it for twenty years, sometimes at nearly starvation wages, and I am aware of the fact that we need more good teachers. But I think the poster "come-on-in-the-water-is-fine" idea of recruitment cheapens our entire profession.

Before we allow a person to enter the teaching profession we ought to make sure that he has got what it takes to make a good teacher. We need good teachers—but don't ever forget that adjective.

A student aspiring to teach should be required to take rigid tests—tests probing his background, establishing an above-the-average IQ, and above all, showing conclusive evidence of a pleasing personality.

Yes, we need more good teachers but it will be better for our classrooms to remain empty than to fill them with sloppy incompetents attracted to the profession by good pay, short hours, and long vacations. When the intelligent youngster starts casting about for a life work, the first thing that he does is to take a look at the people who are doing that work. He is more likely to be impressed if he finds those people respected, well paid, proud of their work, and secure in their profession, than he will be by pleading posters—*Texas Outlook*.

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Secondary Education

A Quarterly Bulletin

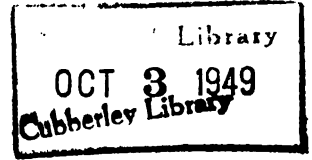


September-October, 1949

Volume XIV

Number 5

40 cents



It is only by concerted effort that teachers in the secondary schools of the United States can secure the professional standing that they deserve. The editors of Secondary Education urge all high school teachers and administrators to work wholeheartedly in this important cause during 1949.

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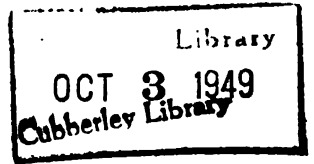


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SECONDARY EDUCATION



Published quarterly for secondary school teachers and administrators

VOL. XIV, No. 5

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Official publication of the Department of
Secondary Teachers of the National Education Association

What Happened during the Summer?

SELECTED RECORD OF NATIONAL EDUCATIONAL EVENTS

June 1: The House Committee on Un-American Activities began sending out series of letters to 103 colleges and universities and several scores of public school systems asking them to submit lists of textbooks and supplementary reading materials used in each institution.

June 5: The National School Boards Association set up a full-time office of executive secretary (Edward M. Tuttle) and a national office (506 Dunham Building, 450 East Ohio Street, Chicago).

June 10: The South's educators pooled their higher education resources in specialized fields in an interesting plan, called the Southern Regional Education Program.

The American Association of University Professors declared that college teachers who are members of the Communist Party should have the right to continue teaching.

June 15: After strong protests from all parts of the country, the House Un-American Activities Committee revised its request to require only lists of textbooks, omitting "supplementary materials."

June 20: President Truman sent Congress his Reorganization Plan No. 1 under which the Federal Security Agency would become a Department of Welfare within 60 days unless Congress disapproved by a vote in either House.

June 24: Veterans Administration announced that 100,000 World War II veterans are preparing for teaching careers under the "GI Bill of Rights."

June 27: Chairman John Lesinski of the House Education and Labor Committee charged that the Barden Federal aid to education bill is "anti-Catholic and anti-Negro." Accusation begins bitter dispute, which resulted in bottling-up of all Federal aid legislation at this session.

June 30: The reproduction rate of college-educated women in this country has made "remarkable progress" since 1940, with an 81% increase between 1940 and 1947, the Population Reference Bureau, a non-profit organization, reported.

July 1: President Truman signed law abolishing War Assets Administration, and its authority to distribute surplus property to schools and colleges. In its stead, the law created a new General Services Administration, with authority to donate to schools excess property declared surplus by both civilian and military agencies.

July 4-8: Delegates to NEA convention in Boston elected Dr. Andrew D. Holt of Tennessee as president for the coming year, adopted a resolution barring Communist teachers from membership in the NEA, NEA's Department of

Classroom Teachers passed a resolution condemning loyalty oaths for teachers, and NEA's Department of Secondary Teachers elected Dr. William Lewin, president.

July 12: Senator Sparkman introduced legislation authorizing \$300,000,000 in loans to colleges and universities for construction of campus housing for faculties and students.

July 15: The Boy Scouts of America announced that after September 1, boys may become cub scouts at 8 years of age instead of 9; boy scouts at 11 instead of 12; and explorers at 14 instead of 15 years of age.

July 18: Representative Sims begins circulating among members of House a discharge petition, requiring 218 signatures, to force the House Education and Labor Committee to give up its control of the Thomas-Taft Bill, passed in Senate.

July 20: United States Office of Education reported that a total of 450,000 degrees were awarded by colleges and universities during the academic year ending June, 1949.

July 21: A Senate Labor and Public Welfare subcommittee, headed by Senator Humphrey, approved a comprehensive school construction bill authorizing (but not appropriating) grants to States for school facilities and surveys of school building needs.

July 22: Cardinal Francis Spellman, Archbishop of New York, sent a letter to Mrs. Franklin D. Roosevelt, regarding her opposition to Federal aid to parochial schools.

July 26: A House subcommittee, headed by Representative Priest, approves the \$35,000,000 school health services bill, guaranteeing aid to both public and private school children. Measure is labeled as "compromise" to help break deadlock in Federal aid to education controversy.

July 28: Brookings Institution published a scholarly work, "Controlling Factors in Economic Development" predicting that during the next 100 years America will be able to spend 30 times as much for education as it is spending now.

August 2: House Education and Labor Committee, under Representative Lesinski's chairmanship holds crucial and stormy meeting during which members do not have opportunity to vote on Barden Bill; defeat a motion to approve Thomas-Taft Bill by 14 to 11 vote; and defeat proposals to take up compromise bills.

August 5: Cardinal Spellman issued second statement outlining what the Catholic Church wants and does not want from Federal aid-to-education legislation.

August 5: President Truman summoned Congressional leaders to White House to explore possible compromise on Federal aid to education. Meeting failed to produce concrete results.

August 10: House Ways and Means Committee announced it has

reached agreement to extend social security provisions to employees of non-profit educational institutions and State and local government workers. Measure was reported as having chance of passage in House before adjournment, but not in Senate.

The National Citizens Commission for the Public Schools appointed Henry Toy, Jr., its executive director.

August 18: Exchange teachers from Britain arrived in the United States to take posts in 108 American cities.



The Activity Program of the Department of Secondary Teachers of the National Education Association

The most active teachers' organization in the field of secondary education is the National Education Association's Department of Secondary Teachers. This Department has established 500 demonstration centers for the evaluation of new methods, new materials, and new equipment to improve the quality of instruction. Its field includes the intermediate school, the junior high school, the senior high school, the junior college, and the teacher-training institution. The activities are being developed through six major committees:

Committee No. 1: To help implement the report of the Educational Policies Commission by developing increased activity in the teaching of American freedom and democracy to meet the threat of totalitarianism.

Committee No. 2: To help implement the report of the President's Committee on Civil Rights.

Committee No. 3: To develop teacher participation in community relationships.

Committee No. 4: To develop awareness of adolescent problems and to improve guidance activities.

Committee No. 5: To aid in the revision of curricula to meet the needs of general education in a democratic society.

Committee No. 6: To develop pilot schools at demonstration centers of audio-visual methods of education.

The coordinator of these committees is Dr. William Lewin, president of the Department of Secondary Teachers. He may be addressed at 172 Renner Avenue, Newark 8, N. J. Application for participation in the committees should be addressed to the secretary-treasurer of the Department of Secondary Teachers, Miss Mildred H. Hiehle, Parkersburg High School, Parkersburg, West Virginia.

Making Democracy Work Is American Education Week Theme

BY AGNES SAMUELSON

Assistant Editor, Journal of the National Education Association

The springboard for the 29th observance of American Education Week, November 6-12, is *Making Democracy Work*. Top billing will be given to schools and colleges and their vital role in building our American way of life. American Education Week is therefore not just another special week. It is a time to review the history, purposes, and achievements of our schools; canvass their needs and problems; sharpen citizen interest in securing necessary improvements; and strengthen home and school relationships.

This overall emphasis upon education and democracy is most timely. In a world beset with the problems of building a lasting peace, our schools and colleges face gigantic tasks in helping to prepare today's children for missions of their day. People are the backbone of our free nation. They keep our government free by accepting their civic obligations and by exercising the will to govern themselves. It is in the schools that they are taught the knowledge, skills, and loyalties of free men. They learn the ways of democracy in school.

The daily topics point up the worth of the individual, educational opportunity, responsible citizenship, health and safety, home and community obligations, our freedom and security, and the next decade in education. They lend themselves to Sunday programs at the churches, classroom demonstrations, radio broadcasts, newspaper features, public meetings, and other school and community events. Developments in teacher recruitment, program enrichment, audio-visual instruction, and in teaching human relations and civic education may well be reported. Discussion of the effects of swelling enrollments upon the curriculum, equipment, teacher load, and finances would be most appropriate.

Fullblown programs of action cannot be developed in one short week, but the groundwork for future developments can be laid in the form of clear understandings of pressing needs and greater concern for meeting them promptly and fully.

The national sponsors are National Education Association, American Legion, National Congress of Parents and Teachers, and the U. S. Office of Education. The American College Public Relations Association is urging active cooperation by the institutions of higher learning. All of these groups have issued special bulletins and releases. For a list of the special helps which have been made available at nominal cost to help planning committees develop their programs and enliven their projects, write direct to the National Education Association.

The Reading Clinic¹

BY RUTH STRANG

Question: We are considering the Reading Rate Controller and the Tachistoscope. Do you think either or both of these could be used advantageously by a classroom teacher without extensive special training?

The *Reading Rate Controller*, which may be purchased from the Three Dimension Company, 4555 Addison Street, Chicago, Illinois, at a cost of \$75.00, is a small electrically operated device for individual use. Reading material is put in the frame which is built at about the same angle as a book would be held in reading. A cover moves down from the top of the page over the lines of print at the rate desired.

The purpose of this machine is to increase a student's speed of reading by forcing him to keep ahead of the moving shutter which keeps covering up the lines of print as soon as he has read them. Thus the machine stimulates the reader to keep his mind on the reading and go as fast as he can. Students who feel that they are unable to read as rapidly as they should, hopefully use the machine to speed up their reading.

Although the teacher requires no technical skill to show a student how to operate the *Reading Rate Controller*, he needs considerable knowledge of the student's reading. The "pressure method" is appropriate only for students who have mastered basic comprehension skills: a good vocabulary, word recognition, and sentence and paragraph comprehension. Professor Buswell of the University of Chicago has reported successful results in using this device with certain college students who had fallen into unnecessary slow habits of reading.

The *Reading Rate Controller* may be used with any kind of reading materials. This is an advantage over the *Metron-o-scope*, the Harvard films, and slides of specially prepared reading material.

This device has the disadvantages of all "pressure" methods—the danger of disorganizing the reading habits the student has already developed and the difficulty of transferring the skills developed through the use of the *Controller*, to normal reading situations.

This instrument, however, does approximate the normal reading situation more closely than the *Metron-o-scope*. Perhaps not attempting to control phrasing is an advantage insofar as it enables the reader to follow his own unique pattern of phrasing rather than the arbitrary and sometimes unnatural phrasing used in the *Metron-o-scope* and the Harvard films. Moreover, the *Reading Rate Controller* enables the reader to obtain contextual clues both ahead and behind the group of words on which the eyes focus at any one moment, although it does not give the poor "phraser" clues as to desirable groupings.

¹A summary of two sections of an unpublished doctoral project, *Audio-Visual Aids to the Improvement of Reading*, by Seth Hamilton Parsons, New York: Teachers College, 1948.

The *Reading Rate Controller* is useful as a supplementary device for use by individuals who have acquired basic comprehension skills, and need, for one reason or another, the challenge of keeping up with a mechanical device. For maximum effectiveness, it should be used under supervision. Special attention should be given to assisting the student to use his newly developed speed of comprehension in his other reading.

The *Keystone Tachistoscope* is a combination of the *Keystone Overhead Projector* and the *Keystone Flashmeter*, a variable speed photographic shutter. It is sold by the Keystone View Company, Meadville, Pennsylvania, and the cost, including a supply of slide-making material, is about \$220.00. The *Root Nearpoint Tachistoscope* controls the time of exposure of a slide and the slides contain a wide variety of material, including words and digits. This instrument may be obtained from the American Optical Company, Southbridge, Mass.

These instruments train the student to take in a larger number of words or numbers in one glance. This kind of perception training has been popularized through Renshaw's work, especially through the articles published in the *Saturday Evening Post*. During the war he used this method to train perception of enemy planes with marked success. After the war, he applied the same procedure to training perception in reading. Without a control group in the experiments, it is impossible to estimate exactly the part played by the tachistoscope in increasing a person's ability to reproduce a series of digits and words after a short visual exposure. Renshaw's theory is that improved perception leads to increased comprehension and speed and hence to greater fluency in reading.

Burfield used the tachistoscope technique for speeding up visual perception and increasing the span of recognition of both high school and college students. She made slides of words which the students did not recognize and could not pronounce in an oral reading lesson. After the students had studied these words, they were first presented in the tachistoscope at the rate of one fifth of a second exposure. The rate was increased until the students could recognize them in one hundredth of a second. The students then reread the original material without error in a much shorter time and with greater fluency and comprehension. The teacher may present in the tachistoscope words in any lesson that are likely to cause difficulty. This method develops alertness among the students and interest in achievement of word recognition. At least, we may conclude from the work already done that tachistoscopic training in reading has sufficient merit to warrant further investigations.

Tachistoscopic devices can be used by a teacher who understands the processes with which he is dealing. They are one method of improving word recognition and providing experiences in concentration and attention. Like the *Reading Rate Controller*, the tachistoscope supplements but is not essential to a basic reading program in which due attention is given to readiness, motivation, practice with appropriate reading material, and psychologically sound instruction.

The Department of Secondary Teachers*

BY DR. FREDERICK HOUK LAW

As announced in the *Annual Proceedings of the National Education Association*, the Department of Secondary Teachers was established in 1886, sixty-three years ago, under the name of the Department of Secondary Education. Because of lack of activity and attendance, the Department discontinued its work in 1924, after an existence of 38 years.

Ernest Lewis, President of the High School Teachers Association, in New York City, having developed deeply sincere belief in the value of high school education and in the importance of high school teachers, prepared in 1930 to go to the National Education Association meeting in Columbus, Ohio, and take steps to bring about reorganization of the Department. Unfortunately, at that time he suffered a severe injury caused by slipping on a car track while crossing the street and was taken to a hospital where he remained for many weeks.

Still enthusiastic about revival of the Department of Secondary Teachers, he requested Dr. Frederick Houk Law and Charles M. Stebbins, both of them active members of the New York City High School Teachers Association, to go to Columbus, Ohio, and take steps toward reorganizing the Department.

Dr. Law and Mr. Stebbins went to the National Education Association convention in Columbus, and there, during an extremely hot week, brought about the printing of circulars which they distributed throughout the convention, interviewed officers of the National Education Association and the delegations of the various states, as well as the officers of the leading departments of the National Education Association, and held public meetings before which they themselves spoke earnestly in behalf of reestablishing the Department.

As a result of these strenuous labors, and of later labors throughout the year, at the next annual convention at Los Angeles, California, Dr. Law and Mr. Stebbins brought it about that the Delegate Assembly of the National Education Association, at the convention in Los Angeles in 1931, voted to reestablish the Department.

In 1939, in order to avoid conflict with the National Association of Secondary-School Principals, the name of the Department was changed to "Department of Secondary Teachers," the name it now has.

The purpose of the Department from the very first was to give full representation to the very great number of secondary teachers in the United States. At the present time, there are in the United States approximately 368,309 secondary teachers in junior and in senior high schools and also 40,619 in private schools.

*This is a copy of an address given by Dr. Law at the annual meeting of the Department in Boston on July 4, 1949.

For some unexplained reason, chief attendance at the annual summer meetings of the National Education Association has been the attendance of elementary school teachers, whose influence and educational opinions, by mere weight of numbers, have become extremely powerful.

In recent years the immense growth of high schools in all states, the changes that have taken place in high school courses, and the specific problems of the high schools, have given to secondary education an importance that it never had before.

The secondary teachers of the United States need a national clearing house for consideration of all that concerns secondary education, for the making of plans, the development of courses of study and the increasing of group morale so that schools and teachers alike will accomplish the best work possible.

Under the direction of Ernest Lewis, who became the first president of the Department, amazingly strong programs were presented before crowded audiences, year after year, at the annual meetings of the National Education Association.

The value of those programs prepared by Mr. Lewis becomes evident by reading only a few of the topics discussed at annual meetings of the Department. Some of these topics are as follows, all relating definitely to high school work: The teaching of ancient languages; of art; of English; of geography; of health education; of home; economics; of modern languages; of the social studies; of vocational education; of library use; of photography as an extra-curricula activity; the use of enrichment materials in high school classes; the teaching of plane geometry; the teaching of family relations; suggestions for the problems of youth; making the core curriculum; the integration and correlation of high school studies; international relations; the development of musical experiences; discussion of public relations; development of democracy; and hemisphere understanding.

Even this list, broad as it is, does not tell all the vital subjects covering all the work of junior and senior high schools discussed at meetings of the Department in the past 18 or 19 years.

Very early in its history, Mr. Lewis established the magazine of the Department, "Secondary Education," a magazine of essentially high character devoted to the improvement of secondary education.

In recent years, Dr. William Lewin, as Chairman of the Audio-Visual Committee of the Department, made a national organization for the study of audio-visual work in high schools, and published the names of the Committees and accounts of the Department's work in his magazine "Film and Radio Discussion Guide." Dr. Lewin and his committee led to the establishment of a National Audio-Visual Education Week that gave added emphasis to audio-visual aids in the schools. He also established a series of National Audio-Visual Awards Projects, leading manufacturers of audio-visual equipment to take increased interest in aiding schools and in awarding prizes. The results of the work of Dr. Lewin's Audio-Visual Committee have been surprisingly great and nation-wide in extent so that

today audio-visual education has taken on altogether new scope and new force.

Dr. Lewin and his committee led *The Reader's Digest* to produce "The Reader's Digest Our American Heritage Filmstrips"—a series of carefully prepared, authentic and educationally pointed filmstrips emphasizing the development of American liberty and American principles.

The very great distribution of those filmstrips without question did immense service in the period following the Second World War to make teachers and pupils alike aware of the principles upon which the American Government is founded and of the need of protecting those principles.

Today there is, as there will be in every year, immense need of increasing and strongly focusing all the work of the Department of Secondary Teachers. Strong activity by every member of the Department should lead into membership a number of secondary teachers, as proportionate to the total number of secondary teachers as the National Education Association elementary school membership is to the total number of elementary teachers in the United States.

Advertising, publicity, enthusiasm, energy and work of real value, strongly focused and practical, might give the Department of Secondary Teachers the powerful place that it should have in the National Education Association.



From the Editor's Desk

Net proceeds derived from the sale of 16mm prints of the motion picture short subject, "The House I Live In," have been distributed to eleven charitable organizations in the United States and Canada, according to an announcement made by Stuart Scheftel, president of Young America Films, Inc., national 16mm distributor of the film. "The House I Live In," starring Frank Sinatra, was produced by Frank Ross Productions and distributed theatrically by RKO Radio Pictures. Its powerful plea for racial and religious tolerance won for the picture an Academy Award in 1946.

— * —

The Educational Testing Service of Princeton, N. J., is offering for 1950-51 its third series of research fellowships in psychometrics leading to the Ph.D. degree at Princeton University. Open to men who are acceptable to the Graduate School of the University, the two fellowships each carry a stipend of \$2,375 a year and are normally renewable.

A new Popular Science Teach-O-Film-strip series, *All Children Need Guidance*, makes available to teachers and parents the first filmstrips on the subject of developmental guidance. Planned for use in Child Psychology, Guidance, Teacher Training and parent organization work, the new series covers vital areas of child guidance from birth through adolescence.

Produced in cooperation with Childcraft under the direction of Dr. David J. Goodman, editor-in-chief of the Audio-Visual Division of Popular Science, *All Children Need Guidance* was worked out by a team of experts in all related fields. Ernest Osborn, Professor of Childhood Education at Columbia University, headed the editorial board.

— * —

Change: The Veterans Administration has a list of questions and answers regarding "Change Nine" in regulations affecting the formula by which public vocational schools compute their tuition costs for veterans.

The Need for Mental Hygiene Instruction

BY ETHEL GARBER

Dayton, Virginia

For several generations, due to the increasing complexity and specialization of the age, we have been without any definite guides for the construction of curricula to meet the needs of high school pupils. Two principles, however, should give us an adequate foundation upon which to base our plans: First, there is the fact that all pupils, as human beings, have certain needs in common with all other human beings. Secondly, growth in reflective thinking is fundamentally a matter of attaining greater skill in supplying new connections and in making new applications of common precepts. The first of these principles is mainly a matter of selection of subject matter elements; the latter is primarily a matter of organization of subject matter after it has been selected.

Several educational needs are common among virtually all human beings, although the details of these needs vary among different personalities, and it appears that these needs can be satisfactorily met through the utilization of several types of curricula:

1. There is the need for a strong and vigorous body, and the knowledge and skills necessary to maintain it.

2. There is the need for a good personality adjustment — domestically, socially, intellectually, and vocationally — and the necessary ambition, knowledge, and skills to maintain it through the turmoil and uncertainty that threaten life in a changing society. This involves a recognition and acceptance of one's place in the universe, a moderately optimistic outlook on life, and a determination to make the best of the situation. It also includes worthy home membership, and the development of a reasonable and socially acceptable standard of morals and ethics.

3. There is a need to develop the ability to use one's leisure time, in an effective way, to the betterment of oneself and of society. This includes participation in community affairs and membership in clubs and organizations.

4. There is a need to develop an ambition, to follow a vocation that one will be permanently interested in, and capable of succeeding in, and to develop the necessary skills for carrying out that ambition.

5. There is a need to develop good citizenship, the ability to understand and participate in civic affairs, and an acceptable degree of proficiency in the expression of one's thoughts, ideas, and feelings.

Obviously, there will be considerable overlapping among these several aims, but if school curricula (using the word "curricula" in the broadest sense) be so constructed as to meet these needs adequately, little more could be asked for.

The greatest difficulty lies in the fact that these five qualities are not needed in the same degree by all individuals, and the fact that individual pupils differ as to the means by which they can best learn a particular concept, but where pupils are grouped homogeneously the problem is made easier. A noteworthy step has been taken in the inclusion, in the junior and senior high school curricula, of general foundations courses. A problem arises here, however: We must guard against situations that will permit and encourage teachers to place excessive emphasis upon one or more specific aspects of a course such as general science, or general business, or general mathematics. This problem, though, is alleviated in some degree by the fact that where a large number of general courses are given the pupils usually gain, in one course, the important things they may have missed in other general courses.

In recent years we have made great strides in meeting several of the five needs for individual training in mental hygiene have fallen far behind. (Much of a pupil's vocational training, being specialized in nature, is gained on the job.) A great deal has been done, experimentally, in training for citizenship, but not enough time has elapsed, to date, to enable us to utilize, in practice, all of the discoveries made by research workers. In adjustment problems, we have scarcely scratched the surface, even in research and discovery, to say nothing of what has not been done in actual practice. Teachers themselves frequently do not have sufficient training in psychology and philosophy to enable them to attack mental hygiene problems with self assurance. With twenty per cent, roughly, of our high school graduates becoming institutional neurotic or psychotic cases in later life, much attention should be given to the problem of the prevention of mental illness. This is especially obvious in view of our knowledge of the intimate inter-relationship between mind and body; training in physical education and physical health is of little avail if mental problems are permitted to upset the health balance. Even intelligent adults find it difficult to maintain their mental balance and integrity in face of the ever-changing world. To be sure, most of the mental health training of pupils must come from the patterns of life set for them in all of their classes, in all of their other school work, and in all of their experiences outside of school. But the same is also true of the factors which make for good physical health, good use of the English language, and good citizenship practices. Pupils need specific instruction in the principles of good mental health, just as they need specific instruction in physical education and health, just as they need specific instruction in the use of the English language, and just as they need specific instruction in the elements of good citizenship. This instruction, just as in the case of other elements of the curriculum, should be correlated, as closely as possible, with the rest of the school program and with the life of the pupil outside of school.

A mental hygiene course for high school pupils would not be equivalent to a course in general psychology, nor would it be equivalent to a course in the formal

study of philosophy. It would serve the purpose of giving the pupil an opportunity to organize his thinking into a personal philosophy of life — a concrete understanding of how he feels about life in general, and why. At the same time, it would enable him to recognize, and thus guard against, the common fallacies of thinking, and to build a resistance against the forces that make for mental disorganization and imbalance.

A word of caution should be given here: The idea of offering explicit instruction in mental hygiene and philosophy in the high school is a new one, and much research should be done in the selection and organization of materials for such a course, before the offering is made widespread. It will be difficult to organize a course of this nature, in such a way as to be effective in meeting the needs the course would be expected to meet. The subject matter itself, apart from its concrete applications, its philosophical, idealistic, and abstract in nature. Mind is a thing that we cannot perceive directly through any of the five common senses; we recognize it indirectly by means of its manifestations. Consequently, we must rely upon its manifestations as the only source from which we can extract data that will help us in making such a course meaningful.

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Some High School Classes Are Dry as Sahara

BY NORVAL GRAY

Principal, Minneloa Rural High School

Let the reader be assured that this title is not a pun by which to castigate teachers for poor instructional methods. It is an attempt to create more interest, generally, in the problem of proper humidity in our classrooms.

For many years we have been quite well aware of the importance attached to correct temperatures, adequate lighting facilities, proper seating arrangement, and many other physical properties so necessary to school room comfort and efficiency. However, it appears to the writer that one of the most neglected and yet exceedingly vital of these matters is that of maintaining proper humidity.

During the cold weather many teachers wearing glasses have observed that when they entered homes or places of business, their glasses would immediately steam over, while when entering a school building steam did not form on them. This observation at our school led me to wonder whether the air in our buildings was not too dry. I recalled also that Dr. Albrecht Naeter, Professor of Electrical Engineering, Oklahoma Agricultural and Mechanical College remarked once that he had often found classrooms such as ours having low pressure steam radiators with a relative humidity of from 10 to 25 per cent—less than the relative humidity of the Sahara Desert! This condition is most intense during the cold weather, since cold air coming into the room through ventilation from the outside is low in moisture content.

With the assistance of our science teacher, Miss Carrie Nickerson, we conducted for approximately a month an investigation to determine our own classroom relative humidity. This period of time included weather from sub-zero to just below freezing temperatures. During this interval, we found by using a Taylor Humidiguide hygrometer that all rooms other than the Science room came within a 23-28 per cent relative humidity grouping. While authorities seem not to agree absolutely on the proper relative humidity issue, it is a matter of general opinion that from 40 to 60 per cent relative humidity is acceptable. Thus one of the rooms observed during this time except the Science room reached the desirable minimum of 40 per cent relative humidity at the 68° to 70° temperature.

The Science room usually ranged between 40 and 50 per cent relative humidity which is considered adequate. This difference was, undoubtedly, to be accounted for by the fact that the room contained a large aquarium and several plants. The water and the plants gave off considerable moisture. In fact, Miss Nickerson had to add water to the aquarium frequently because of the evaporation. It was found that the colder the outside weather, the lower the relative humidity inside. Of course, this is true because cold air will not tolerate as high a moisture content as will warm air. Air that comes in through ventilation and is

heated becomes "thirsty" air. In fact a cubic foot of air at 32° heated to a 70° temperature increases its moisture holding capacity three and one-half times.

Air with a low relative humidity draws moisture from every possible place. The effects upon pupils are: dry skin, flushed faces, and parched mucous membranes. With the moisture gone, these membranes crack and frequently germs, especially the ever-present cold germs, find entrance to the tender tissues, and begin their work of devastation. There can be no doubt that much of the prevailing throat and nasal trouble has its origin in rooms lacking in moisture content. Such a condition may also cause cracks to form in walls, and the breakdown of glued furniture joints because of the extreme drying out process.

Apparently of considerable value in correcting such a situation is the use of plants and the exposure of surfaces of water in classrooms. The most satisfactory solution lies in the installation of humidostats which automatically turn steam into fresh air ducts that bring fresh air to the rooms. In fact air conditioning equipment that will regulate the temperature, humidity, and circulation of air, besides removing impurities and odors from the air, is quite essential. At present such equipment is seldom found in our smaller schools. In view of its relation to health, buildings housing a number of people should not be considered entirely adequate without such equipment.—*Kansas Teacher*.

A scientific, human, practical textbook for alcohol education in high schools

ALCOHOL and Human Affairs

by Willard B. Spalding *Dean, College of Education, University of Illinois.*
and John R. Montague, M.D. *University of Oregon Medical School.*

An educator and a physician give the answer to the long recognized need for an effective book on alcohol education at the high school level. Facts and statistics are handled with scientific regard for accuracy and completeness, but their meaning in human terms is the prime concern of the authors. A helpful treatment of tobacco and narcotics is included as an appendix.

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Book Notes for Secondary Teachers

American Textbook Publishers Institute:
Textbooks in Education; published by the Institute, One Madison Avenue, New York, 1949, 139 pages, \$2.00.

For years, the textbook has been misunderstood and misused by educators, possibly because they did not really know the textbook as an important educational medium. To help the educators and the public to understand the history and many other facts about textbooks, The American Textbook Publishers Institute produced *Textbooks in Education*.

In the volume, the reader learns why the textbook publishers look on their work as an educational mission and what code they follow. He discovers that the history of textbook publishing is an integral part of the history of education in our country. He sees many facts and figures about the textbook industry, observes many of the procedures used throughout the country, follows the making of a textbook from the idea to the book, and becomes acquainted with the Institute of companies representing 85 per cent of the total textbook business of the nation.

We hope that this volume is but the beginning of an extensive campaign to acquaint teachers, administrators, and the public with the importance of the textbook in our educational system. Such a campaign should be continued at least until every educational system has an adequate supply of up-to-date texts for all students.

— * —
Herberg, Theodore and Orleans, Joseph B.:
A New Geometry for Secondary Schools
—Second Edition; D. C. Heath Company, Boston, 406 pages, \$1.92.

The most striking feature at first glance is the departure from the Euclidian division into five books and the substitution of twelve highly unified chapters. The authors have found in their own classrooms that this organization is better suited to their developmental method of presentation, and that it facilitates teaching, learning, testing, and reviewing. The traditional sequence of topics is, however, generally retained.

Utilizing the resources of educational psychology, the book demonstrates the way the mind works during the process of learning. A modified inductive approach makes fre-

quent opportunities to discover and prove geometric relationships. The pupil is introduced to original proof and numerical exercises in a gradual way that avoids confusion and builds confidence, and he is taught to reason both in geometric and in nongeometric situations.

It is skillfully organized to meet the needs of any type of class or individual pupil. This text provides an easily learned minimum course for noncollege groups; valuable material for noncollege groups of high or average ability; thorough preparation for the requirements of college entrance examinations.

— * —
Flesch, Rudolf: *The Art of Readable Writing*; Harper and Brothers, New York, \$3.00.

This new book by Rudolf Flesch goes beyond his earlier work to develop a science of turning basic facts into readable writing. Here the author expands his principle of how to use words and build sentences to the deeper problem of gathering and building ideas. The student is shown how to measure his audience, and shape his ideas accordingly. Principles of readability are illustrated with shrewdly chosen examples of writing, good and bad.

Teachers and students alike will find *The Art of Readable Writing* a practical, fresh approach to effective writing that flexes the stiffness out of the old rules of rhetoric and presents a course of instruction as methodical as it is absorbing.

Dr. Flesch's *Art of Plain Talk* is now widely recognized by teachers throughout the country as an authoritative guide for helping students to develop clarity of style in every aspect of writing and speaking.

Here is the companion to that volume, which will be invaluable as a text to every teacher of English and English composition.

— * —
Clark, John R., and Smith, Rolland R.:
Modern-School Solid Geometry; World Book Company, Yonkers-on-Hudson, N. Y., 1949, 256 pages, \$1.76.

The new edition of this excellent textbook offers a course in solid geometry which is interesting and teachable. The teaching method is modern and effective. Incomplete proofs, variety of original exercises, and an

excellent testing and review program will prove a challenge to the student and encourage active participation on his part. Careful inductive development of new concepts of new theories and frequent exercises for class discussion should help to maintain student interest throughout.

The presentation of material is clear and simple, and an unusually large number of excellent and helpful diagrams and drawings supplement the text. It is a book which should please teachers and students alike, and help reduce the difficulties generally encountered in this subject.

— * —

Clark, John R., Schorling, Raleigh, and Others: *Arithmetic for Young America*; revised edition, grade seven, 368 pages, \$1.52; grade eight, 402 pages, \$1.52; World Book Company, Yonkers-on-Hudson, N. Y., 1949.

The measure of an arithmetic text is whether or not it gives pupils number competence for daily living. The textbooks in the 1949 Revised Edition of *Arithmetic for Young America* should aid successful teaching of number sense in many classrooms during the years ahead. Pupils using these books should develop real ability to solve problems of all types, to handle numbers with ease and confidence.

For those contemplating a change in arithmetic, *Arithmetic for Young America* is recommended for its success in translating the objectives and techniques of modern arithmetic into classroom practice.

Maginley, C. J.: *Toymaker's Book*; Harcourt, Brace and Company, New York, 1948, 152 pages, \$2.50.

This new book by Mr. Maginley gives instructions and simple diagrams for making a variety of amusing games and toys. Boys and girls will be able to make a train and cars, many kinds of trucks, a whirligig, a steam shovel, and other interesting wooden toys if they follow the author's instructions. One of the great advantages in using this book is that the toys and games require only simple tools and inexpensive materials. Every elementary and secondary school library should make copies of this excellent volume available to students and teachers.

— * —

Logasa, Hannah: *Historical Fiction*; McKinley Publishing Company, Philadelphia, Pa., 1949, 232 pages, \$3.50.

This fourth edition contains over nine hundred new titles. Three hundred of the older titles were omitted to make room for newer material.

This useful bibliographical volume provides fiction—novels and plays—as well as considerable non-fiction—biography, narrative, and period account—about each historical period. History teachers, English teachers, and others who encourage their students to read extensively will welcome this new edition.



Where is Mark Hopkins?

Too many intelligent laymen think of the educational ideal in terms of Mark Hopkins on one end of a log and the student on the other; and so they wonder why so much money is being called for by modern educators. But once they study the current situation, they soon realize that instead of a Mark Hopkins, we often have an unqualified teacher on one end of the log, and on the other end we often have not one pupil receiving the teacher's undivided attention, but thirty or forty or even sixty pupils all crowded together. It is only when laymen appreciate this that they see why so often priority must be given to the physical needs of the schools.—Roy E. Larson.

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Secondary Education

A Quarterly Bulletin



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It is only by concerted effort that teachers in the secondary schools of the United States can secure the professional standing that they deserve. The editors of Secondary Education urge all high school teachers and administrators to work wholeheartedly in this important cause during 1950.

Remember, we are professional workers and should have as much recognition in our community as doctors and lawyers.

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On Making Education Courses More Practical

BY GRANT J. NORTHRUP

Associate Professor of Education, Elmira College for Women

I am well aware of the demand of many teachers who have been subjected to courses in education that they should be more practical. I sympathize with the point of view of these teachers since no one has at times been more critical of courses in education than I.

As I analyze this point of view, I am impressed with the fact that what many of these people are asking for is answers to the questions and problems which they have met in their own particular situations. They are looking for prescriptions to cure the ills and pains of professional development and growth. They are seeking professional guidance from educational oracles skilled in the art of telling others what to do and how to do it. They are looking for some educational Dorothy Dix or "Mr. Anthony" to tell them how to meet the daily problems of their task.

My quarrel is not with the universal desire of teachers and everybody else to find answers to their problems but with those who expect someone else to find those answers for them. I am afraid that is what too many teachers expect of courses in education and what they mean when they ask that they be more practical. They want practical answers to practical problems, without having to do too much about it themselves, except sit and listen.

Frankly, I do not believe that the problems of most classrooms are going to be solved in a seven to nine extra-mural session, but I do believe that if properly conducted, these sessions may help the teacher to go back to his classroom and make a more intelligent effort to solve some of these problems himself in the day to day practice of his profession. Fundamentally nothing could be more "practical." I shrink from attempting to tell anyone how to meet the particular problems of his situation no matter how "practical" and workable my advice may be. I hesitate to tell anyone how someone else met a situation similar to his without making it clear that no two situations are ever exactly alike and that we must all decide for ourselves what practice we are going to follow in our own situation.

If teaching were but a matter of grinding valves and adjusting carburetors, it is conceivable that some of us might become master mechanics and the literature of education a useful manual of instructions on what to do in a given situation. I know of no such literature nor can I imagine educational adjustment so exact. Perhaps this is the direction in which practical minded people are leading us. I doubt if many of us have very much to contribute to the training of such educational tradesmen.

To be positive, what should a course in education attempt to do from a utilitarian or "practical" point of view? How can it help the teacher solve the

problems of his job? First of all, it must be built upon the assumption that the only one who can find the answer to the teacher's problem is the teacher himself, and that when he accepts this point of view, he is on the way to improvement in service.

It must be understood that change in the quality of teaching must be preceded and accompanied by change in the teacher. While the extent of such a change is unlimited, the general directions in which change can take place are quite easily identified. There can be change and development in knowledge of the aim and objectives of education based upon a thorough study of the needs of society and individuals. There can be development of a philosophy of education. The answer to "how" in education is always dependent upon answers to "why" and "what."

Teachers may improve in service through self evaluation and appraisal of their own work. The answer to many a teaching problem lies in the teacher himself. There are techniques of evaluation and appraisal to which every teacher should be stimulated to direct his attention.

Finally, there must be change and development in the teacher's skills. This means that much practice and technique should be brought into the course in education. It means that the best principles and practices which have evolved out of the experience of the good teachers of all time should be brought into the education course, in the hope that the teacher may become more objective toward his own work and more critical of his own practices.

Education has never lacked for a laboratory. Every classroom provides an opportunity for the teacher to test any hypothesis he may be able to formulate and through experimentation and practice improve his skills. What the course in education can do is equip the teacher to make more intelligent use of this laboratory. This is something the teacher must do for himself, and he can expect to find no quick and ready answers. He can, however, expect and aspire to become more an architect of education, less a mechanic.



Young America Films, Inc., will continue its special newsletter *Close-Ups* which the company inaugurated in the fall of 1948, according to an announcement just made by Godfrey Elliott, executive vice president of Young America. This special 4-page newsletter is a feature of the YAF promotional and service program, and has been designed as an informal source of news about new releases and other activities of the Young America organization. An attrac-

tively printed leaflet, 8½ x 11 in size, the YAF *Close-Ups* is issued from four to six times during the school year, and is sent free of charge to all persons requesting it. The *Close-Ups* will continue to be mailed free of charge, automatically to all who received it last school term, and to others who write in to Young America requesting it. Requests should be sent to Young America Films, Inc., 18 East 41st Street, New York City 17.

Television, a Cure for Delinquency

BY J. RAYMOND HUTCHINSON

Television Editor of "Secondary Education"

Psychologists who have turned their thoughts to the problem of delinquency will find a fertile field for further exploration in the field of television. The basic causes for misdeeds among youth are not found generally in the wholesome atmosphere of a good home, or an active church, civic or community center. There is a growing importance of the place of television programs in each.

For an answer to the problem of delinquency, of both younger and older folks, how very fortunate it is that television can be utilized in the home. We know much of the therapeutic value of going to a ball game, or the zoo, or other public places and activities with a son or daughter, or the entire family. The family outing, the picnics, camping trips, and all those intimate family activities in the home itself have that refreshing quality of close association with family members and friends. We need more of this to revitalize the soundness of our social structure. Television can help us attain this, for television brings the family together in their most ideal setting, namely the home.

While television is ten years old this year, programs have not been planned especially with any thought of combatting delinquency and perhaps that is well. The television bill of fare would lose its savor if it merely had a thought of preaching. A message need not be shouted from the housetops to a group five feet away, and the American people have sufficient intelligence to understand and like what they see and hear if it has merit. More useful programs will be built, and many programs now at hand can be more useful if there is cognizance of the programs helping solve our problems of delinquency. As programs improve, and they are improving constantly, the force of television in making the American home a real family center will be increased proportionately. In this complex world, possibly no greater blessing can be made available than to give a real sanctuary of the home to harassed and troubled minds of both old and young through wholesome programs.

Television can aid greatly in additional ways. For example, television programs can present a common ground of understanding for parents and children and thus bring them closer in their thinking. The physical nearness of the family as a group before the television receiver may effect greater harmony than the dining table. The likes and dislikes of the family members will be more readily noted and understood, and there may be more sympathetic understanding of youthful yearnings, dreams and desires. There may also be more awareness on the part of parents of the aptitudes, skills and aspirations of their children. In short, each may learn to know the other better through television. None of these is automatic however or assured. The possibilities are there for utilization.

The home, with television, can not only aid in curing delinquency; it can help prevent delinquency.

Training Programs for Teachers

By G. D. McGRATH

Director of Teacher Education, University of Illinois

We are at the threshold of a new era in teacher education. This revitalized approach is characterized by many improvements and innovations. One of the most debatable issues is concerned with the feasibility of a uniform requirement of five years of preservice training in teacher education. Great successes as well as some tedious problems have been encountered where a minimum five year program has been operative. In many states, active consideration is and has been underway toward implementing legislation to require five years of training prior to certification to teach. Many obstacles and difficulties constantly impede these efforts. Among the more familiar ones are the following:

1. We do not have a defensible well-planned program in teacher education which requires five years to complete. We cannot expect to ask for five years of training when we cannot defend specifically what goes into the extra year or years. We would thus be accused of merely multiplying our present sins. There is always abundant reasoning that if we cannot do a good job in four years, what basis have we to expect to do better in five.

2. We do not have enough research and experimental programs to offset and overcome curriculum lag in teacher education. We are undoubtedly many decades behind the times as far as an adequate preservice program of teacher training is concerned.

3. Many able educators defend the thesis that the solution for inadequately prepared teachers lies in better selection of trainees at the outset of the teacher training curriculum and thus provide opportunity to streamline the existing program to make it more functional.

4. The teacher shortage has successfully exerted undue control factors in extension of minimum five year preservice programs. Except in some such fields as elementary, exceptional children, and a few others, this shortage is virtually overcome, and we are in an excellent position to extend minimum five year teacher education programs.

5. The financial limitations of many worthy teacher trainees have enhanced the barriers. There is no realistic answer to this dilemma other than extensive creation of scholarships, loan funds, assistance funds, and subsidies to forestall elimination of trainees who show promise of success in teaching.

6. A similar argument has been generated by those opposed to lengthening the preservice program in that it may tend to discourage a very great many able and talented young people because of an unwillingness to spend an extra year in preparation. Although it may appear quite harsh, we had better face the reality that if we wish to build a better profession, it is going to require a longer time for professional training and development.

7. Fears have been expressed that unless the minimum training requirements in length of preparation are uniform throughout the states, there will inevitably be established a trek of potentially good teachers to states not requiring as much training. It appears rather hopeless at the moment to expect all of the states to join hands in requiring five years of teacher training prior to certification for at least a decade hence. It does not follow, however, that large numbers of good teachers would go to states with lower standards.

8. The public schools themselves are woefully behind times in interpreting social realities and in training for wholesome life adjustment. Many educators feel that it is better to concentrate on training teachers to help perform these tasks as quickly as possible and then send them out quickly to bring about changes in schools and acceptance of these changes on the part of the patrons whom the schools serve. The delay through adding a year to preservice training could precipitate needless loss in improving public education.

9. As in other phases of human adjustment, we are too lethargic in desire for and acceptance of change. The mere fact that nearly all teachers started their professional careers on the job with a maximum of four years of training serves to perpetuate unduly such a framework.

It is held herewith that each of the foregoing reasons against a minimum preservice training program can readily be negated through envisioned and concerted attack. On the positive side of the ledger can be presented some challenging possibilities and some values which we can expect from a longer preservice training.

1. A substantial group of public school administrators are in agreement that we need more time to turn out a better prepared beginning teacher, and they are willing to give higher priority in appointments to those who have taken the longer sequence of planned teacher education experiences.

2. The current social scene with its inherent multiplicity of implications vocationally has tended to cause delay before a person actually enters his field of work. Government provisions for assistance in college attendance after service in armed forces have fostered this delay as well as improved the attitude of spending more time in academic preparation. Thus a higher percentage of our potential educators will voluntarily remain in college for a year or more of training beyond minimum preservice requirements.

3. We can better provide our trainees with work experience and pre-student teaching participatory activities with children so that they may become effective interpreters of social realities and leaders of children. The lack of extensive participatory experiences with children in group situations has been one of the most serious weaknesses of teacher education programs.

4. We can provide more flexibility and more electives in our curricula, emphasizing the need for cultural, creative, and aesthetic education, and the development of better lifeadjustment among trainees.

5. The social and professional climate as well as professional contacts can be

improved with longer periods of training. Too many of our trainees have had little opportunity to participate in and have contact with professional activities.

6. We can give more attention to interpreting the impact of great trends such as secularism, collectivism, waning of personal responsibility for freedoms, confusion of thought and uncertainty, inadequate social awareness, etc. Until such a time as we make the effort to study and understand the great trends we are forever in danger of becoming subservient to them rather than controlling them and making them serve us.

7. Much could be said for needed curriculum changes, course content and structure changes in teacher training programs. Unfortunately, there is less ground for belief that these very necessary improvements would be forthcoming if a longer preservice pattern were required. Moreover, it is in this aspect that we are most likely to duplicate our errors. However, the spirit of change and the envisioned leadership of many of those who are in key positions in teacher education can be depended upon to fight the battles for better curricula and to make teacher training experiences based on a true laboratory of learning.

The possible advantages of extending minimum preparation of teachers to five years far outweigh the problems confronting such a transition and the dangers embedded in the framework. There is little hope for realistic approach to adequate teacher preparation without extending the time of training.

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Minutes of the Annual Meeting, Department of Secondary Teachers, N.E.A., Boston, Mass., July 4, 1949

The morning program of the annual meeting of the Department of Secondary Teachers, N.E.A., was held at Jacob Sleeper Hall of Boston University, with Dr. John E. Dugan, President of the Department, presiding.

After a brief address Dr. Dugan introduced as the first speaker Dr. Lawrence J. Tidrick, former assistant state superintendent of public instruction in Michigan and now educational director of the Brush Development Company. Dr. Tidrick explained the many uses of the tape recorder in education, with a brief demonstration of the Soundmirror.

Mr. Dugan then presented Mr. Gilbert Chase, educational director of RCA Victor Division, who discussed "Television in Education."

Dr. Dugan then presented as the chief speaker on the program Dr. Frederick Houk Law, editor of the educational department of *The Reader's Digest* and co-founder of the Department of Secondary Teachers, who read a notable paper on the history, aims, activities, and future possibilities of the Department. Dr. Law's presentation was greeted with prolonged applause.

Dr. Dugan requested Dr. William Lewin, general chairman of the audio-visual committees and vice-president of the Department, to report on the currently active committee work and plans for future activities. Dr. Lewin spoke briefly of the work of the eleven sub-committees of the Department and introduced the consultant of the committee on bibliographies of audio-visual materials, Dr. Paul Witt, of Teachers College, Columbia University, who read a portion of a report prepared by Mr. Edward T. Schofield, chairman of the committee on bibliographies. Dr. Lewin then presented as an example of the practical activities of the Department one of a series of eight filmstrips on Shakespeare produced at the request of the Department, that on the Laurence Olivier photoplay version of "Hamlet." Dr. Law read the captions of the filmstrip frames and commented on the production. Mr. Russell Carroll then described the A-V demonstration center at Auburn, Maine, and Dr. Dugan then announced a list of approximately 500 schools and colleges that had been designated by the Department in cooperation with a nation-wide steering committee to serve as demonstration centers or pilot schools for the evaluation of new audio-visual methods, materials, and equipment. The entire list was not read, but Dr. Dugan called for requests to read lists of schools designated in specific states whose delegates were present. About 20 states were represented by delegates who asked that the state lists be read.

Dr. Dugan then presented the report of the nominating committee, which submitted the following names for officers for 1949-50: president, Dr. William Lewin; first vice-president, Dr. Lenore Vaughn-Eames; second vice-president, Dr. Jesse A. Bond; secretary-treasurer, Miss Mildred H. Hiehle. The report was read

by Dr. Law, a member of the nominating committee. The slate as recommended was unanimously elected. On motion of Dr. Lewin, Dr. Law was elected honorary president of the Department.

Dr. Dugan then announced that a revision of the constitution of the Department of Secondary Teachers, as previously published in the official organ of the Department on recommendation of the Advisory Council, which met for the purpose at the Woodstock Hotel, New York City, December 27, 1944, was ready for adoption as approved and recommended by the executive committee. On motion duly made and seconded, the revised constitution was adopted.

Dr. Dugan then called for a vote on a proposed amendment to the by-laws, as previously published in the official magazine of the Department, changing the dues for individual members from one dollar a year to five dollars. After some discussion, the amendment was unanimously adopted. Mr. Henry P. McLaughlin, Headmaster of the East Boston High School, then came forward with a five-dollar bill, asking for the privilege of being the first to pay the new dues.

In spite of the intense heat, and the excessive humidity of the weather, approximately 100 persons attended part or all of the proceedings. Among the states represented by delegates who left their names were Alabama, Connecticut, Illinois, Indiana, Kentucky, Massachusetts, Maine, Michigan, Nebraska, New Jersey, New York, North Dakota, Ohio, Utah, Wisconsin, Washington, Pennsylvania, District of Columbia, and Louisiana. Among the brave visitors who defied the heat, were guests from Vienna (Austria), and Hawaii.

Dr. Dugan concluded the meeting with the announcement that through the courtesy of Mr. E. Everett Clark of the Massachusetts Department of Education, the local chairman of arrangements, to whom the Department was extremely indebted for many acts of helpfulness, and through the assistance of Mr. Kelsey Sweatt of Mr. Clark's department, the afternoon session of the Department of Secondary Teachers would be transferred to the air-conditioned studio of WCOP nearby. The morning session adjourned at noon and was followed by a joint luncheon with the Department of Audio-Visual Instruction at the Lenox Hotel.

Following the joint luncheon conference, Dr. Dugan presided at a joint session with the DAVI at the studio of WCOP. Dr. Lewin described the work of the eleven audio-visual committees of the DST and then presented as an example of the efforts of the Department a film-strip made by teachers and students, entitled "Shakespeare's Theater." Dr. Dugan read the captions as Mr. Harold Hainfield projected the pictures. Thereafter Dr. Lewin announced plans for National Audio-Visual Education Week, October 24-29, and read as a sample proclamation that signed by the governor of Oklahoma. Dr. Lewin emphasized the desirability of maximum coordination of effort, and this principle was heartily applauded. During the business meeting of the DAVI that afternoon, Dr. Lewin was requested to send to the President of the DAVI, for executive committee action, suggestions as to how the two departments could work together.

The Reading Clinic

BY RUTH STRANG

Question: How fast should high school pupils read?

There is no specific answer to this question. A pupil's rate of comprehension varies with the kind of material he is reading, his familiarity with it, and his purpose in reading it. There is no one best reading rate. In fact, flexibility in rate is a mark of the effective reader. He adapts his rate and method of reading to the material and his purpose. The only answer that can be given to the question is with reference to specific passages read under specified conditions.

Practice exercises on reading passages in science and social studies textbooks and in the *Reader's Digest* tell much about how high school pupils read—their rate of reading; comprehension of details, main ideas, and vocabulary; ability to communicate what the author said; and their reading process. The following summary is based on three exercises given to twenty-two classes in English, social science, and science.

Pupils read at widely different rates. In four high school classes pupils read the passage from a science textbook at the rate of from 112 to 331 words per minute. The mean was 210. The boy who read the passage at 331 words per minute made the highest scores in all aspects of comprehension. The pupil who read the most slowly made the lowest scores in comprehension. She said she "reads slowly and carefully," but she had no idea of what the author said when she finished reading.

On the passage on television from the *Reader's Digest* the highest rate was 300 words per minute. This student, however, made low scores in comprehension — much lower than one of the slowest readers who read at the rate of 108 words per minute. Some of the best summaries were made by pupils who read at around 210-220 words per minute. High school pupils should be expected to read material of the *Reader's Digest* level of difficulty at a rate of at least 250 words per minute. Few pupils in the classes studied read at this rate. The fifteen pupils with the highest comprehension scores on the social studies passages were reading between 145 and 273 words per minute.

Rate, of course, means nothing apart from comprehension. The pupils made their highest scores on the true-false test on details. They may have made high scores on this part of the test because they are objective-test wise, or adept at guessing the right answer, or more experienced in reading for details than in other kinds of reading. The pupils did less well in writing the answers to specific questions and in drawing inferences. After reading the television article, some pupils saw a bleak, hopeless future for television, others a very prosperous future, and still others a bright future only after all the kinks were ironed out. Many pupils seem to be trying to remember the facts but without coordinating the ideas they gain from each paragraph or doing much thinking as they read.

Pupils had little difficulty with the vocabulary in the *Reader's Digest* article. The word most commonly missed was *technically*, which they defined as *theoretically*. They also did well on the vocabulary of the social science passage. The word most frequently missed was *journeyman*, the next was *monopoly*. The technical vocabulary in the science text was much more difficult.

In general, they were poorest in getting the author's pattern of thought and communicating it to others in writing. What they read seemed to be quite vague and confused in their minds, without any distinction made between important points and minor detail. They seemed to be lost in a forest of disjointed thoughts with no relation of one to another. A few made inaccurate statements and included facts not in the article. Some received only one impression from the whole article; others emphasized one point to the neglect of other equally important ideas. A few included ideas not in the article, without distinguishing between their own and the author's ideas. Examples of replies, ranging from the best to the poorest, to the question "What did the author say about television?" illustrate various types of errors and inadequacies in the comprehension of the article by

high school pupils. (No changes were made in wording or spelling.):

Television is not a new idea. It started in 1873 when a telegraph operator found that his messages were affected by the weather (sunny and cloudy). In London 1912 and by a Boston theater company in 1928 several attempts were made to use television. Not until the 30's did scientists really start working on television in a big way. The CBS was one of the first radio companies to use television but now many companies are working to improve television. Many people prefer television to the movies or actually being present at a football game, play, or whatever is being televised. Scientists have trouble working out problems in lighting conditions, change of scenery for acts, actors' movements so they focus correctly on home sets and many other problems. Scientists estimate that it will take anywhere from 4 to 12 years to perfect television and many hundred of thousands of dollars. Some television will never be perfected but optimists say it will, and already decorators are planning furniture to fit in with television in homes. (Score 10—maximum).

Television is now used in many homes. He emphasized the fact that while watching a football game the people seeing the game

through television can tell a touchdown before the men talking over the microphone or the radio. There is one hindrance in television. Most radio men and women are used to scripts. They cannot do this on television. The television eye sees things differently than the human eye. Most red objects televisé as white objects. (Scores 5).

He said that improvements are being made and there are many problems to overcome. One of the big problems was the problem of getting actors. There were other problems but I don't remember them. (Score 2).

Television is a subject is coming very fast. It is seem more and more every day. (Score 1.)

Most of the pupils seemed to be unaware that the effective reader uses different methods of reading with different materials and for different purposes. They had one general method—to read everything slowly and carefully and to try to remember what they read. They need to learn to get an idea of the general pattern and theme of the article before beginning to read it thoroughly and then extract the main idea paragraph by paragraph and build a definite pattern of thought as they read. If they do this efficiently, they need not worry about rate of reading; that will take care of itself.



Books for Teen-Agers

BY HARDY R. FINCH

Do you have lovers of popular music in your school? If they follow the music of Paul Whiteman, Fred Waring, Duke Ellington, Stan Kenton, Elliott Lawrence, and Gene Krupa, they will enjoy *Strike Up the Band* (Thomas Nelson Sons, \$2.00), a collection of lively biographies of the aforementioned and other well-known band-leaders. Alberta Powell Graham is the author.

For boys in their early teens who like dogs, *Boys' Life Dog Stories* edited by Irving Crump (Thomas Nelson Sons, \$2.00) promises to be popular. Each of the dozen

stories was chosen from the many excellent dog stories published in *Boys' Life* during the last twenty-five years. Each one is outstanding and memorable.

Don't forget another animal story collection that should appeal to boys and girls of the same age. It is *Horses, Horses, Horses* edited by Phyllis Fenner (Franklin Watts, \$2.50). Eighteen good horse stories are available in the book, including "The Cutter Race," by Stephen Meader.

Every teen-ager should know his president. *Straight Furrow* by Cornelius Spencer

(John Day Company, \$2.50) gives young people a straightforward picture of the life of Harry Truman, his successes and his failures, and most of all, his life-long devotion to his mother.

— * —

Mystery and rodeos combine to make *Mountain Pony and the Rodeo Mystery* by Henry V. Larom (Whittlesey House, \$2.50) one of the most exciting stories of the year. Brownie, an outlaw bronc, disappears soon after he bucks off a boastful rider. The mystery of his disappearance is solved at the rodeo in Madison Square Garden.

— * —

For a new generation of Kipling readers, Doubleday and Company has republished three of the author's popular books in new formats with newly designed jackets. They are *Kim*, *Captains Courageous*, and *Stalky & Co.* These are the first of a low priced series to be called "The Kipling Dollar Library."

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A lively girls' book is *Unexpected Summer* by Gertrude E. Mallette (Doubleday and Company, \$2.25). It is the story of Selden Meredith, a journalism major who develops a candy business to earn money for future college expenses and proves to the City Editor that she is a good newspaper reporter. A dash of romance is added too.

— * —

Another story about a girl's summer is *Come Be My Love* by Lavinia R. Davis (Doubleday, \$2.50). Jib Bolton, for the first time on her own, stays with the Stirlings in a small village and becomes a part of the community life. She falls in love with a young government official and becomes engaged to him before the summer is over.

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An older girl's book is *Joan Foster, Junior* by Alice Ross Colver (Dodd, Mead, \$2.50). This story takes Joan through her third year of college with many personal problems ranging from being Big Sister to a freshman to becoming president of her class.

— * —

Not to be overlooked in girls' fiction is *Senior Year* by Anne Emery (Westminster Press, \$2.50). In spite of the many things that make her last year in high school per-

plexing, Sally Barnaby shows her readers that in the end most problems are solved happily.

Celia's Lighthouse by Anne Molloy (Houghton, Mifflin, \$2.50) introduces the teen-ager to a nineteenth century girl poetess, Celia Thaxter, who spent most of her girlhood in a lighthouse off Portsmouth, New Hampshire. In the story, Celia grows up, discovers her poetic ability, and falls in love with her young schoolmaster.

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Girls who would like to become teachers will enjoy the adventures of *Kathie the New Teacher* by Lucile G. Rosenheim (Julian Messner, \$2.50). Kathie Kerber found many things to do during her first year of teaching in the suburban town of Hillcrest. She adjusted herself to the school and the community and had considerable excitement and fun doing it.

— * —

For the many younger teen-age girls who like stories about boarding schools, *Boarding School* by Regina Woody (Houghton, Mifflin, \$2.50) is the answer. It has the elements that make this type of book interesting: the newcomer to the boarding school and her experiences with traditions, rules, customs, and pleasures of the freshman year. Added to these is the author's talent for showing what teen-age girls are really like.

— * —

An exciting boys' and girls' book is *The Green Ginger Jar* by Clara Judson (Houghton, Mifflin, \$2.50). Fifteen-year old Lu Chen and his sister have to solve the mystery of a missing green ginger jar. Their search takes them through some of Chicago's museums and schools, and its colorful Chinese section.

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Another Houghton, Mifflin book worthy of consideration is *Olivia Coolidge's Greek Myths* (\$2.75), an attractive volume which gives these many told stories new vitality.

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Here is a new career story for older girls: *Your Young Life* by Marjory Hall (Houghton, Mifflin, \$2.50). Fern Clayton finds her job on a magazine both difficult and enjoyable. She learns a great deal about magazine work and so do her readers.

(Continued on page 17)

MEMBERSHIP APPLICATION

Department of Secondary Teachers National Education Association

Date.....

To Miss Mildred H. Hiehle, Secretary-Treasurer
Department of Secondary Teachers, N. E. A.
Parkersburg High School
Parkersburg, West Virginia

APPLICATION

- ☐ I (we) wish to apply for membership in the Department of Secondary Teachers of the N. E. A., with a view to participating in the nation-wide program of timely committee activities.
- ☐ I (we) am (are) particularly interested in Committee No., Committee No., Committee No.
- ☐ I (we) wish to apply for membership in the Department of Secondary Teachers, but not to participate in the activities.
- ☐ Enclosed herewith is \$....., covering the expense for membership in the Department of Secondary Teachers and for keeping informed of developments, including reports, bulletins, and the magazine Secondary Education, official organ of the Department, for one year from the date of this application.

NOTE: Make check to "Department of Secondary Teachers." The membership fee for an *individual* designated by a school, college, or a local, county, or state administrative unit is \$5.00. The membership for a *group*, institution, or system, entitling the unit to *three* copies of each report, bulletin, magazine, etc., as well as the privilege of designation of *three* members on committees, is \$10.00.

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NAME OF GROUP OR OF ADMINISTRATIVE UNIT (School, College,

City, County, or State System)

ADDRESS.....

The Activity Program of the Department of Secondary Teachers of the National Education Association

The most active teachers' organization in the field of secondary education is the National Education Association's Department of Secondary Teachers. This Department has established 500 demonstration centers for the evaluation of new methods, new materials, and new equipment to improve the quality of instruction. Its field includes the intermediate school, the junior high school, the senior high school, the junior college, and the teacher-training institution. The activities are being developed through six major committees:

Committee No. 1: To help implement the report of the Educational Policies Commission by developing increased activity in the teaching of American freedom and democracy to meet the threat of totalitarianism.

Committee No. 2: To help implement the report of the President's Committee on Civil Rights.

Committee No. 3: To develop teacher participation in community relationships.

Committee No. 4: To develop awareness of adolescent problems and to improve guidance activities.

Committee No. 5: To aid in the revision of curricula to meet the needs of general education in a democratic society.

Committee No. 6: To develop pilot schools at demonstration centers of audio-visual methods of education.

The coordinator of these committees is Dr. William Lewin, president of the Department of Secondary Teachers. He may be addressed at 172 Renner Avenue, Newark 8, N. J. Application for participation in the committees should be addressed to the secretary-treasurer of the Department of Secondary Teachers, Miss Mildred H. Hiehle, Parkersburg High School, Parkersburg, West Virginia.

Book Notes for Secondary Teachers

Foley, Mary C., Connell, Katherine, and Garnett, W. Leslie: *Language for Daily Use, Grade Seven*; World Book Company, Yonkers 5, New York, \$1.84.

Language for Daily Use, Grade Seven, resembles the earlier books of this series in its rich motivation, full coverage of skills, and workable program.

The methods and procedures in this language book conform to the best present-day practice. A singularly clear pattern of teaching is set up that includes motivation, illustration, isolation of specific skills, and interesting applications.

Skills of oral and written expression are thoroughly covered, with recognition of the demands for expression which occur most frequently in day-by-day living—conversation, discussion, social amenities, letter writing, sharing personal experiences, and the like. The books take into account “intake” as well as “outgo,” teaching students how to organize, how to observe, plan, evaluate,

and read for varied purposes. Applications of skills take place in realistic situations, and the authors skillfully utilize the adolescent's interest in self-analysis and his need for group approval.

— * —
Baird, A. Craig, and Knowler, Franklin H.: *General Speech*; McGraw-Hill Book Company, New York, 1949, 500 pages, \$3.50.

Speech as social adaptation is the underlying concept, and the text emphasizes speech fundamentals rather than public speaking. Thus the book stresses the speaker, his delivery, speech content or ideas, speech structure, and oral language. On the other hand, more exercises are included in speech-making than in any other speech activity, but they have been selected for what they contribute to general speech development.

Besides providing a comprehensive explanation of speech fundamentals and the social processes involved in speech, the text stresses effective methods for speech improve-

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ment: formation of desirable attitudes toward the subject and stimulation of desirable motivation for improvement, the development of understanding of the principles, and the development of skill in speech habits through application of these principles.

Recent advances include applications of principles of the psychology of learning, the study of the semantic properties of language, use of devices to improve observation, and study of listening and propaganda analysis.

— * —

Bent, Rudyard K., and Kronenberg, Henry H.: *Principles of Secondary Education*; McGraw-Hill Book Company, New York, 1949, 619 pages, \$4.50.

This second edition has all the features that made the first edition a very successful one. It gives the origin, growth, and democratic features of the secondary school as well as its purposes in society, its place in the community, its pupils, its services to pupils, and its curriculum. The revision is modern in every respect. It includes trends and issues emerging from reorganizations and changes brought about by the war and the postwar period. Charts and tables have been brought up-to-date. A study manual for students will be issued separately, and filmstrips to accompany the text are in preparation.

— * —

Stuart, Jesse: *The Thread That Runs So True*; Charles Scribner's Sons, New York, 1949.

Every educator, every teacher, and every parent can find pure gold in the hills of experience set down by Jesse Stuart in *The Thread That Runs So True*. Stuart, best remembered for his *Taps for Private Tussie*, has given a warm lively account of his years of teaching and school administration in Kentucky and Ohio in his latest volume. Jesse was seventeen years old when his teaching career began in a one-room school in Lonesome Valley, Kentucky. There he taught fifty-four classes, acted as school janitor, and incidentally, bested the strongest student in a physical struggle.

No early pioneer experienced more physical hardships than Jesse endured and con-

quered in his fight against ignorance in the landlocked communities and in some "city" areas.

— * —

Prosser, Charles A., and Quigley, Thomas H.: *Vocational Education in a Democracy*; American Technical Society, Chicago, 1949, 575 pages.

This new edition has brought up to date a book that has served as a valuable reference in vocational education since 1935. The 1949 edition translates American social, economic, and educational philosophy into practical educational administration and organization.

— * —

Hanna, Mark: *Public Speaking Without Fear and Trembling*; Macmillan Company, New York, 1949, 166 pages, \$2.75.

Written frankly as a revolt against stuffy, academic public speaking instruction, Mr. Hanna has in *Public Speaking Without Fear and Trembling* presented in picturesque and colorful detail the problems and the solutions of subject treatment and audience response. From his own practical background as a public speaker for many years, he answers the questions—what is interesting and how to make it interesting—in an interesting way. He practices what he teaches; he teaches by doing. Each chapter, each illustration and example, brings his point home in a concrete and personal fashion. Beyond being a concise manual for public speaking, his book is continuously readable, entertaining, encouraging.

— * —

Nurnberg, Maxwell and Rhodes, W. T.: *How to Build a Better Vocabulary*; Prentice-Hall, New York, 1949, 388 pages, \$2.95.

Here is a book that makes the building of vocabulary by the adult or near-adult an exciting adventure. Every chapter contains some curious anecdote or amusing cartoon about words.

One section, entitled "Pass That Test!" gives generous samples of vocabulary tests found on civil service, professional and scholarship examinations. Supplementing these quizzes is a graded list of 1,000 words most likely to appear on such tests.

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It is only by concerted effort that teachers in the secondary schools of the United States can secure the professional standing that they deserve. The editors of *Secondary Education* urge all high school teachers and administrators to work wholeheartedly in this important cause during 1950.

Remember, we are professional workers and should have as much recognition in our community as doctors and lawyers.

SECONDARY EDUCATION



Published quarterly for secondary school teachers and administrators

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Simplified Classics and the Slow High School Reader

BY O. N. DARBY

Mississippi Southern College, Hattiesburg, Mississippi
Co-editor of "The Steck Treasure Books Series"

Rightly or wrongly, the English teacher is usually the one who is expected to do something about reading disabilities at the high school level. The problem of finding appropriate materials of instruction for this purpose is difficult.

It seems obvious that every high school instructor should be a teacher of reading in his particular field. This point of view, however, does not relieve the English teacher of responsibility for the reading performance of his pupils. Rather, it accentuates and focuses the problem. For one of the major objectives of the high school English teacher is that of encouraging and inspiring students—even those who are inefficient readers—to make a first-hand acquaintance with some of the classics familiar to a person of culture.

Experience has demonstrated that the problem is not solved by continued exposure to the ordinary list of literary masterpieces. This practice has often made of the high school English course a signal for a parting of the way for the good readers and the poor. The good readers have generally progressed, but the poor readers have not. They have met with failure and disappointment and have tended to develop an aversion for reading in general and "good literature" in particular.

The problem is complicated by the fact that most of the literature which high school children are expected to read was written for mature adults, not for boys and girls in their teens. For pupils of less than average reading ability, the classics are usually uninteresting simply because they are not understandable. Furthermore, such drill exercises as are ordinarily available have little or no direct relation to the work at hand. Formal printed drills all too frequently involve an absurd search for obscure detail, to the utter neglect of intelligent appreciation.

One source of help in connection with this problem is the use of simplified editions of the classics.

There are those, of course, who object to simplifications. They hold that essential values are lost when portions of original works are omitted. They believe that the original wording is necessary to appreciation of the original style, and that original versions are the only ones worthy of study.

This line of argument is not devoid of some truth, but generally speaking it is not well founded. In the first place, it is more applicable to the scholarly research worker than to any other. In the second place, in most classics, certain portions can be omitted to the decided advantage of the ordinary student. Few indeed are the masterpieces which cannot be satisfactorily pruned. At any rate,

it would seem better for a student to gain a fair concept of a classic through a simplified version than for him to taste it uncomprehendingly and unpleasantly, or perhaps not at all.

There are certain qualities which any revision of a classic should have if it is to be used with slow high school readers. First, the vocabulary should be within the range of the student. It is sheer folly to present the inefficient reader with a mere abridgment. As a general rule, the unrevised excerpt is a raw slice of meat. What the slow reader needs is a cooked steak. If the words used are beyond his range, he gains nothing from a selected portion, no matter how intrinsically significant it may be. With most classics, there must be here and there a substitution of simple words for difficult ones. In selecting revised editions for use with slow readers, the wise teacher will give careful consideration to vocabulary difficulty.

A second essential quality is simplicity of sentence structure. Typically, the poor reader has trouble with long or involved sentences. Unrevised abridgments may, in this regard, offer little or no advantage. Sentence structure is an important factor in the determination of grade placement of reading matter, and it should be given thoughtful consideration in the selection of edited versions.

Finally, it is important that in the process of editing the original flavor and import of a selection be retained. An adaptation of a classic should still represent faithfully its creator. In judging simplified abridgments the teacher will therefore need to consider the nature as well as the extent of changes that have been made.

Drill material can be selected from the adapted classic quite readily. It is necessary, of course, to have enough copies of the book to supply one to each member of the drill group; but the group will ordinarily be relatively small, since it will be formed on the basis of common difficulties. Drill exercises taken from the common text have the merit of being directly related to and actually composed of the material to be read independently.

It may be argued that drill work which the teacher takes from a revised classic will afford no previously prepared and printed questions to be used in checking on comprehension. But the absence of such questions may be a decided advantage. Printed questions accompanying drill exercises are, as a general rule, highly objective; they are often nothing more than meaningless and irritating busy work. They have a way of over-emphasizing unimportant details at the expense of sound understanding and appreciation.

In a small group, necessary specific questions can be effective through oral expression. Questions having to do with appreciation and enjoyment are much more interesting and stimulating and conducive to spontaneity if they are discussed orally.

If a judiciously edited abridgment that is relatively free of vocabulary difficulties and complicated sentence structure is used intelligently, it can help the slow high school student to a fruitful reading experience.

How Can the Public Appraise its Schools?

BY DR. JAMES CONANT

President, Harvard University

(Below are excerpts from a speech given by Dr. Conant at the First Annual Dinner of the National Citizens' Committee For Public Schools, New York City, January 17, 1950).

Here are some of the tests I suggest that can be applied:

Are the students of high intellectual ability being identified, are they being stimulated, are they being guided into proper channels?

Are the boys and girls with artistic gifts, musical or in the graphic arts, being given an opportunity to develop these talents?

Are the students who do not fall into either of the preceding categories (and they are by far the greatest number) being provided with a program which keeps their interest high?

Does the education seem to them and their parents relevant to their ambitions and their needs?

Is the vocational training sufficiently broad in scope, does it give a basis for subsequent choice of occupations? Are the specific trainings realistically related to the employment situation in the locality in question?

I suggest also that one should examine what the schools are doing to provide a general education for responsible living and effective citizenship. This is not to be measured in terms of "book learning." Rather, it must be thought of in terms of patterns of adult behavior. Of first importance is the development of those attitudes which make for emotional stability in a complex, urbanized society . . .

The study of art, literature and history should introduce the student to riches from which he or she can draw lifelong dividends of satisfaction. But the terms in which this philosophy may be effectively expounded differ from neighborhood to neighborhood. There is no one key which unlocks the door to the cultural treasures of our past. The general education as well as any specific training must be relevant to the student and his family.

Educators quite rightly stress the importance of education for democratic living. This is something not so much learned from the study of texts as experienced in the day-to-day functioning of the schools. The morale of schools, judged by standards of good citizenship, varies enormously throughout the country. One test of success or failure is the spirit of the youth of the neighborhood. Riotous, lawless gangs, and outbreaks of race prejudice are a reflection on the success of the nearby school . . .

The school buildings must be adequate, the space sufficient, the lighting good, sanitation modern, likewise the health department of high caliber; physical

wellbeing is a responsibility of the school. The deep concern of the citizen with the adequacy of the teachers I take for granted! Is the teacher's pay sufficient, the incentive for good work such as to stimulate the best the teacher has? How about the educational background of the teaching staff? Is the counseling and guidance service staffed by well-trained individuals capable of using modern tools?

The stream of history is fed by many rivulets and springs; until the river disappears, each source can claim its share of credit for the mounting power . . . But it has been given to some people at certain times to open a mighty sluiceway. . . . So it was with the Greeks more than twenty centuries ago; so it is with the democratic nations of the world today, and above all with this republic of free men. Our unique contribution is not in abstract thought nor in art nor poetry. It is in a demonstration that a certain type of society long dreamed of by idealists can be closely approached in reality—a free society in which the hopes and aspirations of a large fraction of the members find enduring satisfaction through outlets once reserved for only a small minority of mankind. To bring us still closer to this reality should be the aim of educators in the United States. To assist them in this undertaking all thoughtful citizens rally to the support of public education.

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From the Editor's Desk

Only 2 percent of the 10,000,000 mentally or physically-handicapped children in the United States today are being trained for useful places in society.

* —

More than half the States allow gasoline stations to sell whiskey, a practice condemned by the American Automobile Association as a menace to safe driving.

* —

In 1940 there were about 9,000,000 people in the United States at ages 65 and over. By 1948 the number had jumped to nearly 11,000,000. Thus, in the short span of eight years our aged population grew nearly 2,000,000, or by 21 percent, as compared with an increase of 11 percent in the population as a whole.

* —

One out of four questions young mothers ask their doctors about children is based on superstition. Among common superstitions popular today: Babies are blind at birth; prenatal influences, such as fright, may cause birthmarks; a baby who looks at the sky will have crossed eyes.

The risk of a baby's dying during his first year of life is nearly one-third greater in outlying country places than in or near our great cities.

* —

More than 5,500,000 television sets will be in use by the end of 1950. By the end of 1955, 19,000,000 will be in use.

* —

The advertising profession can look forward to the annual expenditure by 1954 of \$10 billion or 3.3 percent of the predicted \$300 billion national income for that year.

* —

More than half the States have created "little Hoover Commissions" to review the operations of State government and to suggest improvement in organization and financing.

* —

Only 8 graduate schools for social work exist in the entire South. These graduate 225 persons a year. The South needs at least 1,000 social workers merely to refill vacancies created by turnover.

Producing School Movies

By ELEANOR CHILD and HARDY FINCH

You've never taken a picture in your life? Don't worry! This invaluable handbook guides you and your students in the purchase and use of amateur equipment, the writing of scenarios (with complete samples!), and the techniques of production and special effects. This 151-page monograph can be used as a text by your student-producers, and will lead them to a joyous sense of achievement through co-operative enterprise.

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Use the Conference Method in High School

BY DR. EDWARD G. ESTABROOKE

Educational Director, American Technical Society, Chicago, Illinois

The conference method involves the maximum student participation and cooperative effort. It is a democratic method. Students like it! Skillful application of conference techniques will pay large dividends.

What a Conference is . . .

1. A conference is a meeting of minds for creative thinking and planning. The procedure is designed to draw out, to evaluate and to integrate the experience of a group.

2. The conference method reverses the lecture method in that the leader aims to draw out of the group what *they* know instead of telling them what *he* knows.

3. Its values rest in the thought that several heads are better than one and that conclusions thus arrived at receive more spirited co-operation and achieve greater success.

4. A leader calls a conference for one or two purposes:

a) To find what the group thinks about a problem, and from this exchange of ideas to evolve a plan of action.

b) To sell a plan of action which he has in mind by "allowing" open discussion to arrive at the same plan—or an *improved version*.

How to Prepare for a Conference . . .

5. Call a conference for one of the purposes stated above—but *not to issue orders*—which are better handled by directives.

6. Keep the group small, preferably less than 20 persons.

7. Choose a place for meeting which will guarantee as much privacy, comfort, and quiet as possible.

8. Announce a definite time and place for the meeting and indicate the topics to be discussed.

9. Prepare the seating so that the members face each other as they speak. Avoid the conventional classroom arrangement.

10. Arrange to have a blackboard or comparable device on hand for possible use.

11. Provide papers and pencils for all members.

12. Designate a member of the group to record proceedings.

13. Prepare a set of questions to ask the group as the conference progresses. The more intelligently and shrewdly you plan these questions, the more likely you will be to stimulate the soundest thinking of the group.

How to Conduct the Conference . . .

14. Start the meeting on time.

15. Make the group comfortable by getting the meeting started as informally as possible. Invite the men to smoke, if it is permitted, and allow them to speak from their seats. Be very brief in the introductory remarks and throw out a few preliminary, warm-up questions.

16. Stimulate an attitude of co-operation by making every member feel that he is given the opportunity to participate in group thinking and planning.

17. State the specific objectives at the start of the conference.

18. Have the group help you keep the discussion on the subject. Ask that any member call the attention of the group to comments that wander from the objectives.

19. Advise members to indicate when they cannot hear clearly.

20. Don't talk too much! Don't make flat statements of personal opinion. *Lead the discussions by asking questions.* Guide the conference by having your ideas come from the members, not from yourself.

21. If a question draws no response, restate it in other words or ask another question that handles a smaller portion of the problem.

22. Follow up the comments of members by additional questions that lead the discussion toward the desired goal. Have your follow-up questions promote further discussion of an idea that sounds good or center them on the response that comes closest to the idea you are trying to sell to the group.

23. When questions are asked of you, prefer not to answer them directly; *refer them to the group or ask other questions that may help the members of the conference to think for themselves.*

24. Avoid leading questions. They destroy the purpose of the conference because they are the cue for members to drop their views in favor of yours.

25. Get complete participation—don't let a few "hog" the limelight. It is good practice frequently to ignore their voluntary responses in favor of those of the man who has had less to say.

26. Don't strain for group participation by assigning questions to any specific person. He will volunteer when he has something to say. Let him get his bearings first; later on in the conference, if you feel he is specially qualified to answer a question or to proffer his experience, there is less danger in questioning him directly.

27. Without expressing approval or disapproval, give credit to individuals for the opinions which they offer.

28. Keep the discussion alive and interesting. *Inject humor when it can be introduced naturally*—but don't take time out to be reminded of a story.

29. Be impartial. Keep personal references from the discussion. In the face

of vehement expressions of opinion, keep calm and control your temper. The conference ceases to be when you proceed to lay down the law.

30. Summarize from time to time during the discussion. Recall for the members the issues, the points raised, and the decisions made, before introducing a new phase of the problem.

31. Always reach a conclusion; if necessary, submit the problem to a vote.

32. Accept the group decision. There is no reason for the conference if its conclusions are to be thrown into the wastebasket.

33. See that all of the decisions reached have been recorded.

How to Follow Up the Conference . . .

34. Study the notes taken at the meeting and, if feasible, distribute to all members copies of the conclusions reached.

35. See that the decisions of the group are carried out.

36. Evaluate the decisions of the conference, comparing them with the purposes you had in mind. Examine these decisions in operation and gather data on their weaknesses in performance. Lay your strategy for a future conference to correct these weaknesses.

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Schoolmen Discuss TV, Radio, Movies

Worried about the effect of motion pictures, radio, and television on youth, the Nation's 25,000 high school principals, speaking through a committee, took a strong position on what these three media should be like.

OF MOTION PICTURES, the principals had this to say: "The problem is not so much to distinguish those pictures which are suitable for youth from those which are suitable for adults, as it is to get rid of intrinsically immoral pictures which are fit for no one. In the first part of this task, the schools as well as the industry have a direct responsibility for they provide the medium in which standards become crystallized in the minds of the young. A weekly or fortnightly motion picture appreciation course, for example, might well establish a public taste which would make unprofitable the production of motion pictures calculated to appeal to the baser instincts or which are insulting intellectually.

"The latter part of the task seems to be one of distribution. The industry would be well advised to establish a method of distribution and exhibition which would result in uniformity of program appeal. Elimination of the double feature would go far toward solving this problem.

The complete eradication of "block-booking" on the part of distributors along with the abandonment of "blind-buying" by exhibitors, should further assist the effort. Honest, and informative advertising might well complete the process."

AND OF RADIO: "Children of secondary-school age are subjected to radio entertainment for approximately four hours a day. Such a constant stream of sound, even if listened to only in small part, has a marked influence on these young people. Mercifully, they are protected from soap operas by their daytime occupation in school. But there are other types of programs available during youth's four-hour listening: Give-away programs whose sole appeal lies in the million-to-one chance that the listener may receive something for nothing; musical programs of inferior quality whose masters of ceremonies praise performers who evidence little if any artistic achievement; mystery and horror broadcasts—all these have bad psychological effects upon teen-agers.

"The notion that if one is lucky he need not strive to perfect his talents and abilities constitutes a spurious conception of the demands which modern life justly makes upon the individual and decries the high purposes to which education is dedicated.

TELEVISION: "Television inherits all the duties and responsibilities of its forebears. By taking heed of the errors committed by the motion picture and radio industries, and by seeking competent advice both as to what the public wants and what will best serve the needs and interests of the public, television has the opportunity to avoid the pitfalls usually inherent in the developmental years of any medium of entertainment."

The Curriculum — Mutating and Developing

Learning from life: To learn how to deal with pupil offenders in their own school courts, 40 students from a Queens, N. Y., junior high school attend trials in the Municipal Court House.

— * —

Right to music: The Music Educators National Conference adopted a musical bill of rights for children. The declaration says that every child has the right to musical instruction equal to that given in any other subject offered in public schools.

— * —

For kite fliers: Now that windy days are here, the Cincinnati public schools urge pupils to be careful when flying kites. Says Superintendent of Schools Courter: "Look upon a kite that becomes entangled in a tree or wire as lost. Make no effort to rescue it. No kite is worth an injury to yourself."

— * —

Report on Freshmen: "Freshmen college students are growing increasingly illiterate," says Ernest Colwell, president of the University of Chicago last month.

"Amherst College has the most remarkable misspellers I have ever encountered," reported John Erskine in 1903 referring to the Freshmen he taught at that time.

— * —

Tycoons of tomorrow: Boys and girls are joining Future Business Leaders Clubs at a fast rate. During the past year membership in the clubs rose by 33 percent to a total of 10,000.

— * —

For history teachers: The phrase "Of the people, by the people, for the people," immortalized by Lincoln, was originated by Daniel Webster, the Library of Congress reports.

— * —

Laugh: The New York State Department of Education released a bibliography of funny stories for grades 1 through 6 in response to requests from teachers who say that their children frequently ask for a funny story. More than a year ago the New York State Department also prepared a bibliography of humor for junior and senior high schools.



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The Reading Clinic

QUESTION: *Can the home-room group exercise reading skills?*

It seems generally conceded that good reading should result in good thinking; which involves valid conclusions and rational action. Those who engage in activity on this level should be happy, for they have earned the sweet reward of self-respect. It is in this area of cooperative activity to the end of common problem-solving, that reading problems tend to be defective. Here it is that the home-room group properly oriented, may discipline the student's reading and thinking against the interpretations of his peers.

To serve this purpose, a group must be carefully organized, skillfully guided, and constantly evaluated.

Organization must consider size. Thelen found that the skills essential to a project should determine group size, each being represented, but none duplicated, by some member. This encourages maximum contribution in cooperative endeavor.

The technics of guiding group experience in the classroom are defined by Fred Harris. Four responsibilities devolve upon the teacher. Because he knows the social background, the emotional temperament, and the specific talents of his students, he must, in the light of such knowledge, determine group needs, suggest group activities, pilot group planning, and judiciously assist group activities.

Miel, in "A Group Studies Itself to Improve Itself," describes precisely how running records, a group seismogram, a vocalization chart, sociometric devices, studies of role-playing, a frequency table of topics discussed, and subjective evaluations of each individual in the group process, give insight into what is being accomplished.¹ A group experiment in a junior high school class, so organized, guided, and evaluated, is described by Heisler.² The account is a fascinating illustration of how group thinking may be developed. The reading involved served a pressing need and the knowledges resulting were pooled and examined in the service of immediate action.

The project began with the sponsor's discussion of ways to develop cooperative thinking. The students were impressed. They decided to think cooperatively about "The Palestine Question." They sat in a circle. Someone commenced a monologue and then thought better of it. Sporadic contributions disconcerted the leader. Silences grew. From this somewhat dismal beginning it was decided (a) to study discussion technics, (b) to choose a subject that agitated them, rather than the world at large, (c) to acquire, through reading and before the panel, some factual data.

A pamphlet, "Make Group Discussion Click," read at the spur of necessity,

¹Alice Miel, "A Group Studies Itself to Improve Itself," *Teachers College Record*, October 1947.

²Victor Heisler, "Group Dynamics; Junior High Class Experiences," *Clearing House*, November 24, 1949.

suggested that ideas may be explored not only by adding to, but drawing upon, the thoughts of others. Some respectful listening, at the next group meeting, followed. A paper, the outcome of warm opinion and much reading, presented undesirable types of discussion, and a dramatization of poor group participants high lighted the discomforts of ignorance. Reading was now a tool in the pursuit of personal objectives, not an assignment to be escaped.

A class sociogram resulted in re-grouping under natural leaders. Extensive reading, self-assumed, and oriented to individual contributions, identified automobiles, comics, child and parent relationships, brother and sister rivalry, boy and girl friendship, as vigorous problem topics.

Unrehearsed sociodramas vitalized discussion findings. Here, certain students found status in the regard of their peers for the first time. An impulse to contribution would push into expression. And the miracle of social competency was there. One record concluded: "Group acceptance enwrapped the girl who had spoken. She could not withstand its warmth. Her sullenness melted, and she came into the group, leaning against her neighbor, her face bright."

It would appear that group activity, wisely handled, may both nurture and enlarge, the skill of interpretive reading for composite objectives.

—MIRIAM BENNEE, *Reading Center, Teachers College, Columbia University.*

About Colleges and Universities

Ban: Wayne University will not allow members of the Communist party to take part in any of its auditorium programs, President Henry announced on March 28. Previously, Wayne University policy was to permit Communists to be heard in an educational setting, "if met with contrary viewpoints at the same time."

— * —
Policy for faculties: How to govern "outside activities" of university faculty members has been perennial problem. University of Wisconsin, in a new statement of policy, proposed: "Provided his obligations to the university are duly performed, it is proper for a faculty member to accept outside work and to receive compensation for it."

— * —
The "new" engineer: Harvard was left \$15,000,000 to promote applied science, by the late Gordon McKay. In studying the ways to spend it, a panel headed by Dr. Vannevar Bush decided: "The new type engineer must not only have a broad general training, but must also have the skill to use science on behalf of human needs."

Education for angling: "Physical Education 6205" is the name of a University of Missouri course which deals with—the pleasure of fishing.

— * —
For better music: Opera Production will be the subject of a course at the University of Minnesota this summer.

— * —
Calling—: West Virginia University, Morgantown, is training square-dance callers.

— * —
End of privilege: For more than 340 years university graduates in Britain could cast two votes—one as a resident of an electoral district, and one to represent his university. This privilege was ended in the general elections held in Britain last month. "Plural voting" was abolished by a Labor-sponsored act passed in 1948. University constituencies have never sent an acknowledged Laborite to Parliament.

— * —
Growth: During the last two years more than 150 colleges and universities have been created in the United States.

Books for Teen-Agers

BY HARDY R. FINCH

Here are some biographies that will appeal to boys. *General Eisenhower, Soldier of Democracy* by Kenneth S. Davis (Doubleday, \$1.00), published last year, gives the reader a human, well-balanced picture of the great general. Any boy who likes the story of Nathan Hale will be excited by Marion Marsh Brown's *Young Nathan*, (Westminster Press, \$2.50). It is an excellent fictionalized biography about the young farm boy who became a teacher, a soldier, and a national hero. Bound to attract many readers is the new Messner volume, *Will Rogers, Immortal Cowboy* (\$2.75). Will Rogers' story is one exciting adventure after another, and Shannon Garst, the author, captures all of them for his readers.

For older audiences are Hildegard Hawthorne's *His Country Was the World* (Longmans, \$2.50) and Elizabeth Thomson's *Harvey Cushing* (Schuman, \$4.00); the former about Thomas Paine, zealous patriot and civil rights champion; the latter about one of the greatest brain surgeons.

Boys and girls in their early teens are the ones for which two new collective biographies are designed. Laura Benet's *Famous American Poets* (Dodd, Mead, \$2.50) gives the lives of twenty-two poets including Clement Moore, William Cullen Bryant, Ralph Waldo Emerson, Christopher Morley, Stephen Vincent Benet, and Mary Carolyn Davies. *Famous Men of Medicine* (Dodd, Mead, \$2.50) by Dr. Caroline A. Chandler really is a brief biographical history of medicine, for it presents such outstanding people as Hippocrates, Galen, Rhazes, Avicenna, Vesalius, Harvey, Jenner, Blackwell, Lister, Osler, Reed, Freud, Cushing, Hamilton, and Zinsser.

New pocket-sized books for teen-age reading include *Fishing, Hunting and Camping* (Pocket Books, 25¢) by Byron Dalrymple; *Your Own Book of Campcraft* (Pocket Books, 25¢) by Catherine Hammett; *Your Own Book of Funny Stories* (Junior Pocket Books, 25¢).

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From Washington Presses

Careers for Young Americans—In the Army and After, by Col. Reuben Horchow. A 226-page book on vocations which can be learned in the Army and practiced later in civilian life. \$3.25 from the Public Affairs Press, 2153 Florida Avenue, N. W., Washington.

Militarism in Education, an 80-page pamphlet, warns of the "systematic effort by the military to penetrate and influence American education." 25¢ a copy from the National Council against Conscription, 1013, 18th Street, N. W., Washington 6.

Bold New Program—a series of pamphlets dealing with Point Four. These cover America's plan to help the world's people through the importation of technological skills. Published by the Public Affairs Institute, 312 Pennsylvania Avenue, S. E., Washington 3.

Citizenship Course, originally prepared for the U. S. Navy. Consists of 10 pamphlets dealing with American democracy. Pamphlets contain more pictures than words, and may be useful in junior and senior high school social studies courses. Published by the Grolier Society, New York, at \$3.00 for a single set.

Hunting a Career. A study of 524 boys and girls in Louisville, Kentucky, in search of jobs. Prepared by the U. S. Department of Labor as a guide to school counsellors. Free.

Employment Outlook for Engineers. Another in the series of employment outlook bulletins published by the U. S. Department of Labor, giving job trends, earnings and preparations needed for employment. 50¢ from the Superintendent of Documents, Washington 25.

College Programs in Intergroup Relations. Describes what colleges are doing to "minimize clashes in values of campus groupings differing in race, creed, immigrant cultures and class levels." Published by American Council on Education. 365 pages, \$3.75.

The Magnificent Columbia describes what might be done to develop the resources of the Pacific Northwest. Published by CIO, 718 Jackson Place, N. W., Washington. 15¢ a copy.

The Rural Child in the Elementary School is the title of the April, 1950 issue of the *National Elementary Principal*. The forty-eight page bulletin contains articles describing experience of rural administrators and classroom teachers in planning programs for rural school children. The bulletin may be ordered at 50¢ a copy from the Department of Elementary School Principals, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

**The Department of Secondary Teachers
of the
National Education Association
Convention Program, St. Louis, July 3, 1950**

PART ONE

Monday, July 3, 8 a.m., Breakfast Meeting, Private Dining Room Number Four, air-conditioned, Hotel Jefferson, 12th at Locust, St. Louis. Get-together of committee members and officers of the Department of Secondary Teachers.

PART TWO

Monday, July 3, 10 a.m., General Meeting, Assembly Hall Number Two, Kiel Auditorium, air-conditioned:

1. "The Activity Program of the Department of Secondary Teachers." Speakers: Dr. William Lewin, President of the Department of Secondary Teachers, and representatives of the national committees of the Department.

2. "Cooperation between Departments of the National Education Association." Speakers: Dr. Lenore Vaughn-Eames, Vice-President of the Department of Secondary Teachers, and Dr. Frederick Houk Law, Honorary President of the Department of Secondary Teachers and Editor of the Educational Department of The Reader's Digest.

3. Screening of a new filmstrip, produced at the suggestion of the Department of Secondary Teachers, as an aid to secondary teaching.

4. An address by a leading expert in secondary education (to be announced).

5. Annual election of officers of the Department of Secondary Teachers.

PART THREE

Monday, July 3, 12:15, Luncheon Meeting, Victoria Room, air-conditioned, Hotel Claridge, 18th at Locust:

1. "Adolescent Problems and Guidance in Secondary Schools." Speakers: Leading members of the Department of Secondary Teachers.

2. "General Education in Secondary Schools—Where Does Progress Lie?" Speakers: Leading experts. A forecast of the all-day discussion of this topic to be held on July 4, open to all delegates and their friends.

LUNCHEON RESERVATION FOR JULY 3

To MISS MILDRED H. HIEHLE, *Secretary-Treasurer*

Department of Secondary Teachers, N. E. A.

Parkersburg High School, Parkersburg, West Virginia

Enclosed is \$. Please send me tickets at two dollars each (\$2 per person) for the annual luncheon meeting of the N. E. A. Department of Secondary Teachers, to be held in the air-conditioned Victoria Room of the Hotel Claridge, St. Louis, at 12:15, Monday, July 3, 1950.

NAME (please print)

ADDRESS (please print)

Book Notes for Secondary Teachers

By J. RAYMOND HUTCHINSON

Heiss, Elwood, Osborn, Ellsworth, and Hoffman, Charles: *Modern Science Teaching*; Macmillan Company, New York, 1950, 457 pages, \$4.50.

This book is divided into three sections: the first is devoted to the principles of science teaching; the second considers the problems of science rooms and equipment; and the third is concerned with visual and other sensory aids used in science teaching. It should be very useful as a textbook in science methods courses in colleges and universities and as a source book for teachers of science, supervisors of science, and science educators who wish to keep abreast of the present developments in the teaching of science.

— * —
Douglass, Harl R., Editor: *Education for Life Adjustment—Its Meaning and Implementation*; Ronald Press Company, New York, 1950, 491 pages, \$4.50.

"The primary purpose of this sympos-

ium," Editor Douglass points out in his Preface to the volume, "is to set forth the philosophy of Education for Life Adjustment in terms of its theory and practice and its relationship to traditional educational practices. A secondary purpose is to indicate what can be done in the various subject fields in the secondary school program to develop facilities for more effective experiences which will be likely to result in Education for Life Adjustment."

Teachers and administrators who are looking for guidance in building life adjustment programs for their students will find this book extremely helpful.

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Seashore, Robert H., and Van Dusen, A. C.: *How to Solve Your Problems*; Science Research Associates, Chicago 4, Illinois, 1950, 48 pages, 60 cents, special prices for quantities.

How to Solve Your Problems is the twenty-fourth booklet in the Life Adjust-

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ment Series. Believing that happy people are not people without problems, but people who know how to solve their problems, the authors describe a six-step problem-solving method that can be used effectively in most problem-solving situations. This method, which emphasizes paper-and-pencil analysis, is one that the authors—Seashore and Van Dusen—have used with success for some years with students at Northwestern University. This 48-page booklet is illustrated by Marge Mills, and like all Life Adjustment Booklets is especially written for young people and as a counseling aid to teachers and parents who work with them. A sample kit of all 24 Booklets is available for \$9.60.

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Dulles, John Foster: *War or Peace*; Macmillan Company, New York, 1950, 274 pages, \$1.00, paper cover; cloth binding, \$2.50.

What is the answer to the most important question of our day? John Foster Dulles, who has studied international affairs for years, gives us his answer in this timely book. "Let us mobilize for peace," he tells us. "Peace requires strategic planning, willingness to sacrifice, and the impulsion of righteous faith. . . . If we summon up these qualities now rather than reserve their use for war, our generation can accomplish what no other has accomplished—the establishment of a lasting peace. . . ."

Mr. Dulles analyzes the dangerous international situation and emphasizes the importance of resolution and cool judgment in dealing with the Russians. He shows how our own foreign policy has progressed during the past five years and weighs our gains against our losses. Lastly, he points out what needs to be done—the drawing together of the free peoples behind policies which will produce a permanent peace.

To insure the book the widest possible audience, the publishers have produced it in an inexpensive edition. Every high school can have a number of copies available for student and faculty reading.

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Yoakam, Gerald A., and Daw, Seward E.: *My Spelling—Grade 7, 8—Revised Edition*; Ginn and Company, Boston, Mass., 1950, 88 cents each.

The revised edition of the Yoakam-Daw spelling series should be well received. The

words in the books have been re-examined. Some difficult words have been moved up to a higher grade or have been dropped. In some cases, easier words have been substituted. Fresh reading materials, references, and illustrations have been added to the contents. The organization of the books has not been changed.

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Scott, Sir Walter: *Kenilworth*—Abridged by Alice Cooper and Agnes Frisius; Globe Book Company, New York, 1950, 328 pages.

In this abridged edition, the unessential parts of the novel—especially historical details and digressions—have been eliminated, and the language of the Elizabethan Age has been modernized, without changing the plot or losing the author's style. This book might capture many average high school students who would not read *Kenilworth* in the original.

— * —
Webster, Edward H., and Stratton, Kenneth: *Daily Drills for Better English*; World Book Company, Yonkers-on-Hudson, N. Y., 1950, 454 pages, \$1.84.

This is a students' handbook, a self-help text designed to make correct usage—particularly oral usage—second nature for the high school student or college freshman.

The present volume is the second revision of Dr. Webster's handbook, first published in 1930. Mr. Stratton has brought up to date many of the rules of grammar and usage now somewhat outmoded by contemporary ideas of acceptable written and oral usage. In his preface and throughout the book he stresses oral drill as a means of learning by ear, as well as by eye, the difference between correct and incorrect English.

A unit entitled "Writing Effectively" deals ably with research on the high school level: how to locate material in the library, how to take notes, how to plan and outline a theme, how to write various types of paragraphs, and finally how to write the theme itself. A similar unit on "Speaking Effectively" contains explanatory and practice material for help in preparing short talks, class reports, panel discussions, and book reports. The sections on Pronuncia-

tion and Spelling have been combined to advantage with a new section on Using the Dictionary.

This book should provide the student with a thorough understanding of the parts of speech, understanding of the principles of sentence structure, dictionary practice, effective writing practice, effective oral practice, and an understanding of capitalization and punctuation. It is the sort of basic text every English teacher can use to advantage.

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Von Laue, Max: *History of Physics*; Academic Press, New York, 1950, 140 pages, \$2.30.

This is no book for the millions, but it should be of considerable interest to teachers and students of physics. It follows the history of physics from its early beginnings to the present day. Its contents include chapters on mechanics, gravitation, optics, electricity and magnetism, the reference system of physics, theory of heat, law of conservation of energy, thermodynamics, atomistics, nuclear physics, physics of crystals, heat radiation, and quantum physics.

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Williams, Beryl, and Epstein, Samuel: *The Great Houdini*; Julian Messner, Inc., New York, 1950, 182 pages, \$2.50.

Although written for teen-age readers, this story of Houdini from his early days till death will hold the interest of adults also. Your editor stayed up part of the night in order to finish it, and he enjoyed every word of it.

Possibly, he liked it because he had seen the great wizard perform on several occasions, but he feels sure that anyone who likes magic and magicians or just a good biography will find *The Great Houdini* fascinating.

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Smith, Augustus H.: *Economics for Our Times*—New Second Edition; McGraw-Hill Book Company, New York, 1950, 522 pages, \$2.60.

This new edition of a popular economics text provides the student with an introductory survey of the principles of economics and of some of the major economic trends of the modern era. Considerable attention is given to the place of government in the economics of an interdependent world. Gov-

ernment is considered as a large business corporation carrying on many national enterprises. Its taxes, credit, and principal economic activities in behalf of the general welfare are discussed. A chapter on future economic possibilities growing out of present-day trends has been included. The major economic systems have been treated rather fully.

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Alexander, William M., and Saylor, J. Galen: *Secondary Education, Basic Principles and Practices*; Rinehart and Company, New York, 1950, 536 pages, \$4.00.

Designed as a source of information and ideas for all who work or plan to work in secondary schools, *Secondary Education, Basic Principles and Practices* does an excellent job of accomplishing its purpose. Especially helpful are its chapters dealing with The Curriculum and Programs of Studies, Curriculum Planning and the Needs of Youth, The Subjects in General Education, The Subjects in Specialized Education, Core Curriculum Plans, Work Experience Plans, Classroom Organization and Procedure.

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McGraw, Eloise Jarvis: *Sawdust in His Shoes*; Coward, McCann, New York, 1950, 246 pages, \$2.50.

This Junior Literary Guild selection for June tells the story of fifteen-year-old Jo Lang, son of a lion tamer and member of the third generation of a circus family. Suddenly, he becomes an orphan and is placed in an industrial school. The circus moves on, and Jo runs away from the school. Finally he is sheltered by the Dawsons, a non-circus family, who help Jo with his problems. The ending is one that every youngster will enjoy.

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Hawkins, George E., and Tate, Gladys: *Your Mathematics*—Ninth Grade General Mathematics Book; Scott, Foresman and Company, Chicago, 1950, 592 pages, \$2.20.

This is a teachable practical mathematics book that can do a down-to-earth job of getting students ready for the mathematics of life.

The text includes the kind of mathematical content that fits the needs of those

students rounding out their mathematics studies and of those preparing for advanced courses. Among the topics covered are a review of arithmetic fundamentals, business mathematics, and elementary concepts of algebra, geometry, and trigonometry, all integrated and taught on a mature level. Stress is also given to problem solving techniques that can carry over into real life situations and to practice in quantitative thinking.

Teachers will welcome the many helpful page-by-page suggestions appearing in the lesson notes of the Teacher's Guidebook, together with a bibliography of useful enrichment materials for abler students.

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Schorling, Raleigh and Smith, Rolland:
Second-Year Algebra — New Edition;
World Book Company, Yonkers 5, New
York, 1950, 500 pages, \$2.20.

This new edition of the authors' widely-used *Second-Year Algebra* has been extensively revised and substantially improved in appearance and content.

The authors stress in the Preface the necessity of the understanding of key concepts and principles as a guide to the student in matching techniques to their applications.

The inductive exercises which they have provided to develop new topics should make for a thorough understanding of meanings and processes as well as of mechanical elements.

One feature of *Second-Year Algebra: New Edition* that should particularly interest teachers is the attention given to the solution of problems. The early chapters contain an abundance of problems that require relatively little analysis but give practice in method of attack. These follow an unusual treatment of verbal problems emphasizing a general method of problem analysis, rather than specific methods of solving particular types of problems. By the substitution of a numerical guess the student analyzes the problem by a direct arithmetic process in order to discover the processes and relationships necessary for its algebraic solution.

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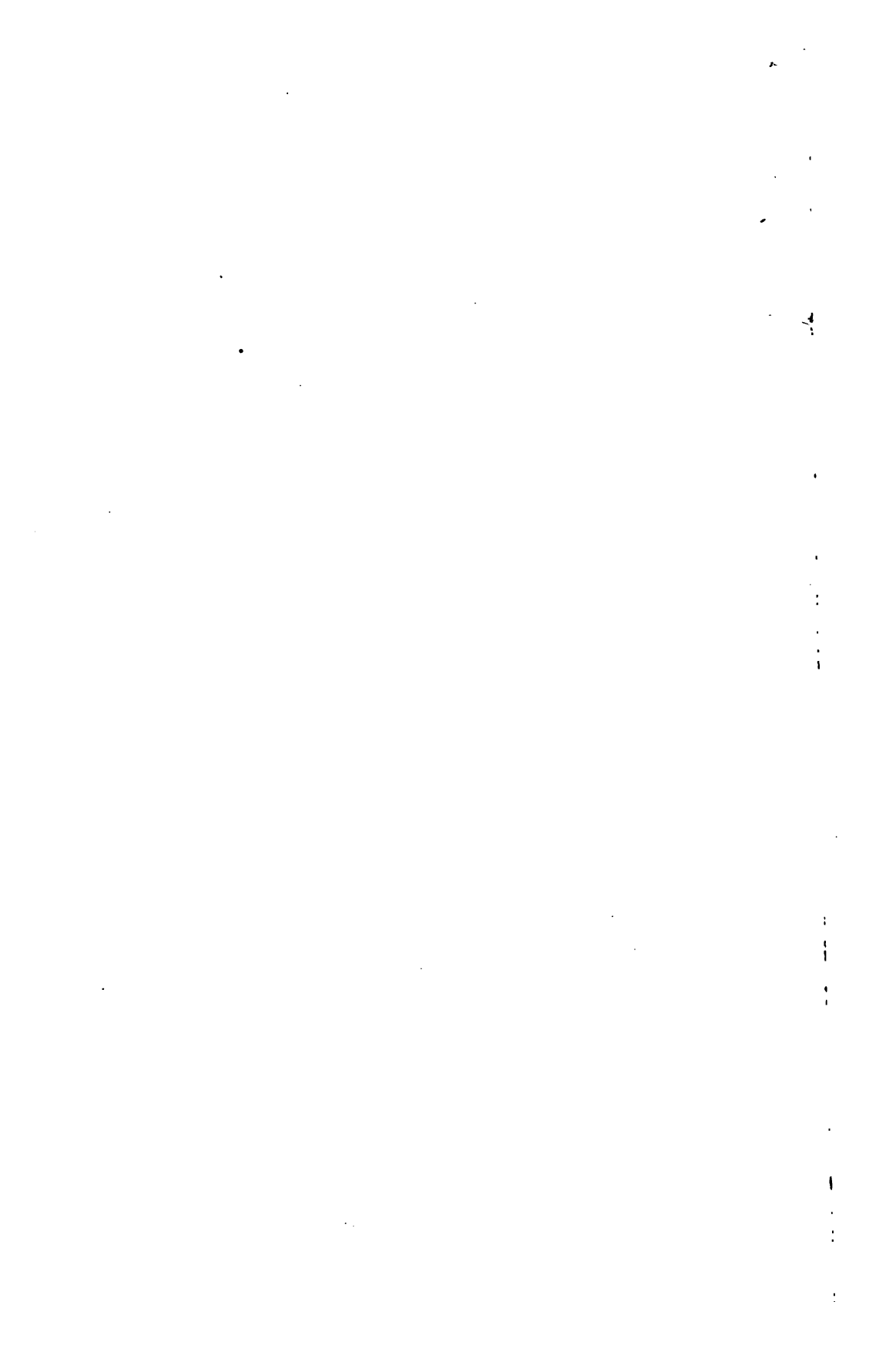
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